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ABSTRACT

The Counselor Quality Assurance Program, part of the Houston, Texas, Plan for Excellence, addresses the renewal and professional growth opportunities for school counselors. The program is administered by a bi- or tri-dimensional assessment team that may consist of the principal, a supervisor or appropriate central office administrator, and the associate and/or deputy superintendent. Steps of the program, the components of the assessment, and the responsibilities of the team members are outlined in the manual. Assessment instruments provide for a rating of many factors grouped within categories of: special counseling proficiencies, observed group counseling proficiencies, management proficiencies and professional characteristics, and proficiency certification. The appendixes, comprising over two-thirds of the manual, contain the different instruments and forms, a sample memorandum and a sample rating, and a resource manual for the counseling proficiencies. (MLF)

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Quality Assurance Program Manual

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Counselors

EA 016 263

HOUSTON INDEPENDENT SCHOOL DISTRICT

Houston Independent School District

ELEMENTARY AND SECONDARY COUNSELOR QUALITY ASSURANCE PROGRAM

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FOREWORD

The Quality Assurance Program for Counselors was developed with the cooperation of the Guidance Department which is under the direction of Marilyn Finer-Collins and Gail LeBlanc, Directors.

With input from counselors, the proficiencies for the counselors were identified and an instrument was developed.

The instruments and ratings were then refined by the Employee Development Department and a committee of principals appointed by Mr. Joseph Angle, Superintendent for Area Administration.

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The people who have been involved in the development of the Counselors Quality Assurance Program deserve special recognition for their dedication and time. I would like to extend my deepest appreciation to the following people for their hard work.

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Martha Wong, Employee Development Department
Ronald G. McIntire, Executive Deputy Superintendent,
Employee Development Department

Billy R. Reagan

Billy R. Reagan
General Superintendent

INTRODUCTION

The Quality Assurance Program (QAP), a bi- or tri-dimensional approach to assessment and assistance, is an integral part of the Houston Plan for Excellence which was approved by the Board of Education on July 8, 1982. The Houston Plan for Excellence concept paper addresses the importance of upgrading the quality of education for the students of Houston schools by identifying three areas for action: (1) a reward system for holding and attracting competent personnel, (2) a proficiency based teacher selection process, and (3) renewal and professional growth opportunities for the current staff. The Counselor Quality Assurance Program addresses the third area for action-renewal and professional growth opportunities for the current staff.

Professional staff assessment is a necessary component for improving performance which will upgrade the quality of education for students. The establishment, monitoring, and assessment of standards of behavior and performance should be related to professional growth and student achievements. The purposes of performance assessment are to provide for the improvement of instruction, to measure adherence to standards, and to provide a basis for employment decisions. A system of assessment must be reliable, valid and legal. Further, it should identify areas of strengths and weaknesses, improve communication, and develop priorities for improvement. Assistance to promote professional growth should be provided when necessary. Continual professional growth of all teachers is the goal of the Quality Assurance Program.

The evaluation of staff is a primary administrative responsibility. The Counselor Quality Assurance Program will be administered by a bi- or tri-dimensional assessment team which may consist of (1) the principal, (2) a supervisor or appropriate Central Office Administrator, (3) associate and/or deputy superintendent.

Repeal of Prior Policies and Procedures

This Quality Assurance Program, when adopted by the Board of Education, will supersede all prior policies and procedures on evaluation in effect and will repeal and replace any policies or procedures in conflict.

Application of the Program to Contract Changes

All aspects of the QAP are to be applied consistently and fairly to all teachers. As set out in the QAP, it is possible that recommendations may be made by the assessment team that changes in contract status be made; i.e., termination or the return of continuing contract teachers to probationary contract status. When a teacher/peer group member feels that a procedure of the QAP has been misapplied to him or her, a grievance may be filed under the Grievance Policy of the District. The content of the assessment, the ratings given, and the growth improvement plan are not grievable under the District's policies. However, unless a procedure provided by the QAP is maliciously misapplied or in bad faith misapplied or not applied by the assessment team or one of its members, such misapplication or failure to follow the procedures shall not prevent or be any impediment to the Board's changing any teacher's/peer group member's contract status under the terms of the employment contracts and state laws.

QUALITY ASSURANCE PROGRAM

Training

Administrators will be trained to (1) understand the scope, nature, and intent of the assessment and assistance program, (2) understand the significant responsibilities of the assessor(s) in the assessment process, (3) understand the need for objectivity as an integral part of the assessment process, and (4) understand how the Quality Assurance Program relates to the *Texas Education Code*, the Teacher's Contract, *Code of Ethics and Standard Practices for Texas Educators* adopted by the Teachers' Professional Practices Commission of Texas.

Administrator training will be based upon four expectations

Expectation 1:
Assessment should promote awareness of the strengths and weaknesses of the assessee and provide for growth and improvement.

Expectation 2:
The use of common vocabulary and criteria help communication between administrator and teacher in the assessment process.

Expectation 3:
The administrators can identify and recognize quality teaching performance.

Expectation 4:
The assessee should not be terminated for poor performance but for failure to improve.

Orientation on the elements of the Quality Assurance Program will be conducted by the building principal or his/her designee. The orientation will cover the *Quality Assurance Program* and the review of the appropriate assessment instrument (Appendices A-N).

FLOW CHART OF THE STEPS IN THE QUALITY ASSURANCE PROGRAM

1.	TRI-DIMENSIONAL TEAM DETERMINES WHO WILL BE ASSESSED AND WHO WILL BE THE ASSESSORS.	By September 15
2.	PRINCIPAL NOTIFIES TEACHERS/PEER GROUP* AND AREA OFFICE OF WHO ARE TO BE ASSESSED AS DETERMINED BY THE TRI-DIMENSIONAL TEAM. DEPUTY SUPERINTENDENT APPROVES THE ASSESSEE/ASSESSOR LIST.	By September 15
3.	PRINCIPAL ORIENTS TEACHER/PEER GROUP ON FRAMEWORKS AND QAP.	By September 15
4.	PRE-ASSESSMENT PHASE TRI-/BI-DIMENSIONAL TEAM CONDUCTS CLASSROOM OBSERVATIONS AND CONFERENCES WITH EACH ASSESSEE. TEACHER/PEER GROUP MEMBER AND ASSESSORS SIGN CLASSROOM OBSERVATION RECORD.	By November 15
5.	TRI-/BI-DIMENSIONAL TEAM MEETS TO COMPLETE SUMMARY ASSESSMENT REPORT, JUSTIFICATION FORM AND GROWTH PLAN (IF INDICATED) FOR EACH TEACHER/PEER GROUP MEMBER.	By November 15
6.	TRI-/BI-DIMENSIONAL TEAM CONDUCTS A SUMMARY CONFERENCE WITH EACH TEACHER/PEER GROUP MEMBER*. ASSESSEE AND ASSESSORS SIGN SUMMARY PRE-ASSESSMENT REPORT. PRINCIPAL SENDS REPORTS TO THE APPROPRIATE PEOPLE. REPEAT STEPS 4-5 FOR POST-ASSESSMENT PHASE.	By November 15 By February 15 or May 15
7.	PRINCIPAL DISTRIBUTES SUMMARY POST-ASSESSMENT REPORT TO EACH PERSON INVOLVED, AND THE AREA SUPERINTENDENT FORWARDS THE ORIGINAL REPORT TO THE PERSONNEL RECORDS OFFICE.	By February 15 or May 15

*PEER GROUP: Employees on Pay Grade 7 and 8

TIMELINES FOR ASSESSMENTS

ASSESSORS	BY NOVEMBER 15 PRE	BY FEBRUARY 15 POST	BY MAY 15 OR POST
Principals	. Probationary Teachers/ peer group members (first-, second-, and third-year) . Teachers/peer group members new to the building . Teachers/peer group members on a growth plan . Teachers/peer group members who need to be assessed out of sequence . One-third of the continuing contract teachers/peer group members	. Third-year probationary teachers/peer group members . Teachers/peer group members on a growth plan	. All teachers/peer group members who were pre-assessed by November 15, but not post-assessed by February 15

Assistant Principals may assess continuing contract teachers/peer group members or teachers/peer group members new to the building as determined by the tri-dimensional team but only as a member of a bi-dimensional team.

	PRE	POST	OR POST
Supervisor or Appropriate Central Office Administrator	. Probationary teachers/ peer group members (first-, second- and third-year) . Teachers/peer group members new to the building . Teachers/peer group members on a growth plan . Teachers/peer group members who need to be assessed out of sequence . One-third of the continuing contract teachers/peer group members	. Third-year probationary teachers/peer group members . Teachers/peer group members on a growth plan	. All teachers/peer group members who were pre-assessed by November 15, but not post-assessed by February 15

	PRE	POST	OR POST
Associate Superin-tendents	. First-year probationary teachers/peer group members . Teachers/peer group members on a growth plan . Teachers/peer group members who need to be assessed as determined by the tri-dimensional team	. Teachers/peer group members on a growth plan	. All teachers/peer group members who were assessed by November 15 but not post-assessed by February 15

The Deputy Superintendent becomes a part of the assessment process when recommended by the bi-/tri-dimensional team.

Components of the Assessment

I. ***Special proficiencies.*** Each assessor will assess the teacher/peer group member on the proficiencies as they are observed.

II. ***Group counseling skills and proficiencies.*** A minimum of three 30-minute observations will be conducted by the assessment team to measure adherence to the group counseling skills and proficiencies.

III. ***The management system*** which will measure adherence to standards will be rated by the assessment team.

IV. ***Functional academic skills and content area proficiencies*** will be measured by the Educational Testing Services Pre-Professional Skills Test (PPST) or the Houston Independent School District Functional Academic Skills Test (FAST) and the HISD Content Area Test.

Assessors: Personnel Who Conduct the QAP

Tri-dimensional teams will be composed of the building principal, a supervisor or appropriate central office department administrator, and an associate superintendent. The principal/executive director is to make a minimum of one observation. The supervisor or central office department administrator, and associate superintendent is to make a minimum of one observation.

Principals of small schools may serve as a second member of a bi- or tri-dimensional team at the second school during both the pre- and post-assessment to serve in the place of an instructional supervisor or associate superintendent. This may be implemented at the discretion and approval of the area deputy superintendent.

Bi-dimensional teams will be composed of the principal or assistant principal and supervisor or central office department administrator, or associate superintendent.

A single assessor may conduct the post-assessment if the bi- or tri-dimensional assessment team concludes during the pre-assessment that the teacher/peer group member has proven his/her proficiencies. If after the first and second observations during the post-assessment period, a deficiency is identified (a "1" or "2" rating), the assessor must return to a bi- or tri-dimensional team prior to rating the teacher/peer group member on the assessment. This may be implemented at the discretion and approval of the area deputy superintendent.

When the assessee services more than one campus, the payroll principal will be the major assessor and will be responsible for the coordination of the assessment. The non-payroll principal(s) at each campus is(are) to be a part of the assessment team to determine the ratings on the final Assessment Instrument and Summary Assessment Report. A rating of "1" or "2" from a non-payroll principal may justify a "1" or "2" rating on the final Assessment Instrument and Record. If the non-payroll principal gives a rating of a "1" or "2," he/she must be present at the Summary Conference.

Responsibilities of the Bi-/Tri-Dimensional Team Members

Principal

1. Coordinate the assessment and assistance process.

2. Maintain records at the building level of peer group members assessed.

3. At the beginning of each school year, determine with the associate superintendent and supervisor a list of teachers and other peer group members who are to be assessed for the next three school years; submit the list to the deputy superintendent by September 15; determine the assessment team (bi or tri). This list will be updated each year.

4. Notify all teachers/peer group members who are to be assessed on the "Notification of Assessment" memorandum (Appendix H) by September 15.

5. Using the Observation Instrument (Appendix G), conduct a minimum of one 30-minute observation of each person who is to be assessed by the principal on a bi-dimensional team.

6. Conduct a post-observation conference within a 5-school day period. During this conference, the principal and the teacher/peer group member review the observation lesson so that the principal can obtain additional pertinent information (about the lesson itself or any teaching methods used which he/she did not observe) to rate the teacher/peer group member *after* the conference.

7. Submit the Observation Instrument to the teacher/peer group member for her/his signature after the observation conference.

8. Obtain signed Observation Instruments from the teacher/peer group member and distribute the copies: teacher — pink copy; supervisor — white copy; associate superintendent — goldenrod copy; principal — yellow copy.

9. Coordinate teacher observations and conferences conducted by the assessors.

10. Set and coordinate a meeting of the assessment team to determine final ratings on the Summary Assessment Record (Appendix A or D), complete the Justification Form (Appendix I), and develop a Growth Improvement Plan or Professional Refinement Plan (Appendix J).

11. Set and coordinate a Summary Conference with the teacher/peer group member and assessment team.

12. Write the Summary Comments on the Summary Assessment Record or the Memorandum of Record of the Summary Conference (Appendix K) for assessees on a Growth Improvement Plan.

13. Coordinate the monitoring of the Growth Improvement Plan.

14. Distribute copies of the Summary Assessment Record.

    White — Area Deputy Superintendent who forwards the Summary Assessment Report to the Personnel Services Office
    Pink — Teacher/Peer Group Member
    Yellow — School Files
    Goldenrod — Associate Superintendent

Area Staff Member or Central Office Administrator

1. Conduct a minimum of one 30-minute observation of each teacher/peer group member who is to be assessed. The supervisor may observe alone.

2. Conduct and invite the principal to the post-observation conference with the teacher when the principal did not observe the teacher/peer group member. The principal is not required to attend the conference.

3. After the conference, mark the official ratings on the Observation Instrument and submit the Instrument to the principal. The principal obtains the teacher's/peer group member's signature and distributes copies: teacher/peer group member — pink; supervisor — white; associate superintendent — goldenrod; principal — yellow.

4. Attend the team meeting to determine ratings on the Summary Assessment Record, the Management and Professional Characteristics Instrument, complete the Justification Form, and develop a Growth Improvement Plan or Professional Refinement Plan.

5. Attend the Summary Conference if necessary.

6. Assist in monitoring the Growth Plan if assigned.

Associate Superintendent

1. Assist the principal in determining a list of teachers/peer group members to be assessed for the next three years.

2. Conduct a minimum of one 30-minute observation of each teacher/peer group member as previously determined by the tri-dimensional team and as requested by the bi-dimensional team (principal and instructional supervisor). The associate superintendent may observe alone.

3. Conduct and invite the principal to the post-observation conference. The principal is not required to attend.

4. After the conference, mark the official ratings on the Observation Instrument and submit to the principal. The principal obtains the teacher's/peer group member's signature and distributes copies: teacher — pink; supervisor — white; associate superintendent — goldenrod; principal — yellow.

5. Review with the Deputy Superintendent all teachers/peer group members the Associate Superintendent has observed.

6. Meet with the assessment team to complete the Summary Assessment Record, the Management and Professional Characteristics Instrument, the Justification Form, and the Growth Improvement Plan or Professional Refinement Plan of Teachers/peer group members observed.

7. Attend only the Summary Conferences of teachers/peer group members observed.

8. Monitor the Growth Improvement Plan if indicated on the plan.

Deputy Superintendent

1. Approve the list of teachers/peer group members to be assessed and assessment teams as determined by the tri-dimensional team.

2. Conduct one 30-minute classroom observation of each teacher/peer group member (elementary, middle school, and high school) as requested by the tri-dimensional team (principal, instructional supervisor and associate superintendent). The deputy superintendent may observe alone.

3. Conduct and invite the principal to the post-observation conference.

4. After the conference, mark the official ratings on the Observation Instrument and submit to the principal. The principal will obtain the teacher's/peer group member's signature and distribute copies: teacher/peer group member — pink; supervisor — white; deputy superintendent — goldenrod; principal — yellow.

5. Meet with the assessment team to complete the Summary Assessment Record, the Management and Professional Characteristics Instrument, the Justification Form, and the Growth Improvement Plan on teachers/peer group members observed.

6. Attend the Summary Conferences of teachers/peer group members observed.

7. Review with the associate superintendent all teachers/peer group members the associates have observed to determine whether the Deputy needs to become involved in the assessment.

Assessees: Personnel To Be Assessed

The tri-dimensional team will review all teachers/peer group members who are assigned to the campus, including itinerant teachers, to determine who will be assessed for the school year. The tri-dimensional team is to list each staff member assigned to the building with his/her last assessment date. From the list, the team determines a three-year projection and/or update of assessment schedules. This three-year assessment schedule projection is to be sent to the Area Office. The team also determines the assessor(s) for the present school year's assessments. The following guidelines are to be used to determine the assessees and assessors. The deputy superintendent becomes a part of the assessment team when requested by the tri-dimensional team.

In the event a teacher is absorbed, the following procedures are to applied:

a. If the absorbed teacher/peer group member is placed in a position for which he/she is certified, the teacher/peer group member is to be assessed under the procedures as outlined in the Quality Assurance Program Manual. The principal to whom the absorbed teacher/peer group member was initially assigned should send the Notification of Assessment to the principal of the school to which the absorbed teacher/peer group member has been assigned. Absorbed teachers/peer group members who are not being assessed will not be considered as a "new-to-the-building employee," and therefore will be assessed at their regular assignment.

b. If the absorbed teacher/peer group member is placed in a supernumerary or substitute teacher position, the absorbed teacher/peer group member will not be assessed until the teacher/peer group member has been assigned to a position fulltime and to a position for which he/she has certification.

GROUP	ASSESSORS
1. All probationary teachers/peer group members are to be assessed for three years until a continuing contract is granted.	
a. First-year teachers/peer group members	Principal; Supervisor; Associate Superintendent
b. All other probationary teachers/peer group members (second-, third-, fourth-year teachers/peer group members and those returned to probationary status)	Principal or Assistant Principal**; Supervisor; when necessary, Associate Superintendent*
2. Teachers/peer group Members on a Growth Improvement Plan from previous school year	Principal; Supervisor; Associate Superintendent
3. All continuing contract teachers/peer group members new to the building (transfers)	Principal or Assistant Principal**; Supervisor; when necessary, Associate Superintendent
4. One-third of the continuing contract teachers/peer group members	Principal or Assistant Principal**; Supervisor; when necessary, Associate Superintendent
5. Teachers/peer group members whose performances indicate a need for assessment in the judgment of a team member. Such assessment must be a consensus decision by all team members. Such assessments may be initiated at any time during the school year.	Principal Instructional Supervisor; and Associate/Deputy Superintendent*

* Associate/deputy superintendent is involved if a deficiency that would require a Growth Improvement Plan is identified by the other team members or if the associate/deputy superintendent wishes to be involved.

** The assistant principal may assess teachers as designated by the tri-dimensional team in the review process; however, if problem or deficiency is identified, the principal must become a part of the assessment team. The assistant principal may be designated by the principal to monitor the Growth Improvement Plan.

Assessment Instruments

(Appendices A-C for Elementary Counselors; Appendices D-F for Secondary Counselors; Appendix G for Elementary and/or Secondary Counselors)

Summary Assessment Record (Appendices A and D)

Section I contains basic information on the assessee: Name, Social Security number, assignment, campus, years in education, years as a counselor, and names of the assessors.

Section II contains the identified proficiences, the ratings for each proficiency, and summary comments by the teacher and the assessors.

Section III contains signatures of the Principal/Assistant Principal, Supervisor, Area Associate/Deputy Superintendent, and the teacher/peer group member and dates.

The major purpose of the Summary Assessment Record is to record the ratings of the eleven proficiencies, the dates of proficiency certification on functional academic skills and content area skills, student performance, and an overall rating for the teacher/peer group member. The teacher/peer group member is required to sign the Summary Assessment Record, but such signature does not imply agreement with its content. The principal is responsible for sending the original (white copy) to the Area Deputy Superintendent who must forward it to the Personnel Services Office and other copies to proper persons.

Observation Instrument (Appendix G)

Basic information of the assessee is at the top of the form. The remaining part contains the instructional proficiencies, elements of the proficiencies, and ratings for each element. The instructional proficiencies are—

a. Uses counseling/guidance time effectively
b. Motivates students successfully
c. Increases productive student behavior
d. Demonstrates proficiency in counseling/guidance session
e. Demonstrates proficiency in oral/written language

The Classroom Observation Instrument is to be used by the assessors for the three required observations to assess any formal lessons presented to the groups. It may also be used for informal observations of teachers/peer group members in the assessment cycle or informal visits to any teacher's/peer group member's room by the principal, supervisor, or associate superintendent. The ratings on the Observation Instrument are to be used by the assessors to determine the final rating on the Observed Group Counseling Skills and Proficiencies of the Assessment Instrument. There should be three completed Observation Instruments for the assessee.

Assessment Instrument (Appendices B and E)

The assessment instrument contains all of the proficiencies and elements on which a teacher/peer group member should be assessed. Ratings for the elements on the assessment instrument should be decided in conference by members of the bi-/tri-dimensional team and transferred to the Summary Assessment Record.

Functional Academic Skills and Content Area Proficiency Certification

All professional, certified employees are required to meet functional academic skills and content area proficiency certification. Employees may meet functional academic skills proficiency by taking the Educational Testing Service Pre-Professional Skills Test (PPST) or the HISD Functional Academic Skills Test (FAST) and scoring above the cut-off scores. The cut-off scores on the PPST are 178 for reading, 172 for writing, and 174 for mathematics. Cut-off scores for the HISD FAST will be determined by November, 1983.

In addition, all teachers/peer group members are required to meet content area proficiency on the HISD Content Area Test. Cut-off scores will be determined by the HISD Research and Evaluation Department through a jury system method.

Teachers/peer group members must meet proficiency certification requirements within a two-year period beginning with the 1983-84 school year. New teachers/peer group members will have until February 15 to complete proficiency certification requirements. Those who do not meet proficiency certification requirements within the two-year period will have their salaries frozen.

Explanations of the Ratings

Before observing a teacher/peer group member, each assessor will be trained in the Teaching Frameworks (time effectiveness, student motivation, and productive student behavior).

Assessors will be familiar with the assessment instrument, including all its descriptive indicators which explain the ratings of "1," "2," "3," and "4." Descriptive indicators are on the chart "Explanation of Ratings" (Appendices C and F).

N/A (not appropriate) is to be marked when the behavior was not appropriate for the teacher/peer group member to use. N/O (not observed) is to be marked when the observer did not observe the behavior being rated. For example, the observer may have selected a time for observation when at least one element on the rating form was not observed.

After observing and conferring with the teacher/peer group member, the assessor will mark the observation instrument. These are the initial ratings. After all three assessors have observed and rated the teacher/peer group member, they will meet to discuss their observations of the teacher's/peer group member's performances.

Since they may have observed at different times or during different lessons, their ratings may differ. The three assessors should *not necessarily* average their initial ratings when the numbers differ. Using their professional judgment, the assessors should reach a consensus on a fair rating for each of the five major categories of the Instructional Proficiencies on the Summary Assessment Record. Assessors should note that any initial rating of a "1" or "2" may influence the summary rating to be a "1" or a "2."

Using the observations from each assessor, materials (grade book, leson plans, etc.) and the explanations of the proficiency elements, the assessors will rate the elements on the Assessment Instrument. The ratings of the elements are to be used to determine the ratings of the proficiencies on the Summary Assessment Record. The element ratings are not necessarily averaged to rate the proficiency. A rating of a "1" or a "2" on an element may influence the Summary Proficiency Rating to be a "1" or a "2." The Summary Proficiency Ratings should be arrived at by consensus.

EXPLANATION OF SUMMARY ASSESSMENT RATINGS FOR PROFICIENCIES ON THE SUMMARY ASSESSMENT RECORD

Rating Number	Rating Notation	Explanation
4	High Quality Performance	Demonstrates, by exemplary actions, high level performance in accomplishing proficiencies and position requirements
3	Professionally Competent	Meets expectations for stated proficiencies and satisfies position requirements
2	Unsatisfactory Performance	Does not meet expectations for stated proficiencies; performance requires improvement
1	Ineffective Performance	Performs below an acceptable level for stated proficiencies; no significant improvement in performance has occurred.

Growth Improvement Plans

Growth Improvement Plans (Appendix J) are to be developed by the assessor(s) prior to or during the Summary Conference to address proficiency elements in which a teacher/peer group member received a rating of "1" or "2." Steps for development of the Growth Improvement Plan:

1. The assessment team identifies all "1" and "2" ratings on the elements on the Assessment Instruments.
2. The elements on which a "1" or "2" rating was given are listed and the rating justified on the Justification Form.
3. The proficiency element number and a specific objective are listed on the Growth Improvement Plan.
4. Using the *Resource Section* (Appendix N), the asessor(s) determine(s) specific actions to be taken by the assessee. For example, the actions could be that the assessee will read a specific book, view videotapes, or videotape and critique her/his own session. The principal is responsible for making arrangements for videotaping and may do so by calling Employee Development.
5. The assessor(s) determine(s) the Evidence of Achievement. For example, the Evidence of Achievement would be that the assessee demonstrates self-control.
6. The assessor(s) determine(s) the start and finish dates. For example, start date: November 16, 19__; finish date: February 10, 19__
7. The assessor(s) complete(s) the basic data and name(s) the monitor for the Growth Improvement Plan.
8. Justification Form (Appendix I), Growth Improvement Plan (Appendix J), and Assessment Instrument are attached to the Summary Assessment Record. Copies are given to the assessee at the Summary Conference.

If videotaping is used as a specific action to be taken by the assessee, the principal is to make arrangements for the videotaping. The taping session should be a minimum of one hour/class period. At least one assessor should critique the videotaped lesson with the teacher/peer group member. Videotaping can provide the teacher/peer group member with an opportunity to see him/herself as the assessment team does.

Deficiencies identified on the Educational Testing Service Pre-Professional Skills Test (PPST) or the HISD Functional Academic Skills Test and the HISD Content Area Examination must be corrected by the employee. The Employee Development Department will offer a *Proficiency Certification Resource Manual* which identifies resources for correcting the deficiencies identified from the exams. The *Proficiency Certification Resource Manual* will include a listing of books, software computer programs, and Employee Development courses specifically related to the skills tested.

The employee will be responsible for registering to take the examinations and any courses needed or desired. Information about registration for the tests and courses will be available at each campus.

PROFESSIONAL REFINEMENT PLANS

Professional Refinement Plans (Appendix J) may be written for teachers/peer group members who have ratings of "3" or above. This plan provides for the continuous growth of professionals. A Professional Refinement Plan is developed jointly by the assessor(s) and the teacher/peer group member; it does not require monitoring. Completion of the activities listed on a Professional Refinement Plan does not automatically guarantee that a teacher's rating will move from a "3" to a "4." Ratings are given as a result of demonstrated skills through observations or a review of work products.

SUMMARY CONFERENCE PROCEDURES

The assessment team meets with the teacher/peer group member in a Summary Conference to review the assessment ratings. The purpose of the Summary Conference is to review all information collected during the assessment process.

- With advance notification, the teacher/peer group member is expected to extend his/her school day to attend this conference, if necessary.

- The principal is to prepare a Memorandum of Record of the Summary Conference (Appendix K) if the teacher/peer group member is given a Growth Improvement Plan; otherwise, comments on the Summary Assessment Record are adequate.

- Although the teacher/peer group member is required to sign the Summary Assessment Record, such signature indicates receipt of the document and does not imply agreement with its contents.

- If a teacher/peer group member receives a rating of "1" or "2" on any of the proficiencies on the Summary Assessment Record, a Growth Improvement Plan is presented to the teacher/peer group member or will be developed during the conference. A Growth Improvement Plan may also be developed for any "1" or "2" on the Observation Instrument and Assessment Instrument.

The principal is responsible for distributing the Post-Summary Assessment Record to the proper people.

POST-ASSESSMENT OUTCOMES

Third-year and other probationary teachers/peer group members and teachers/peer group members on a Growth Improvement Plan. These teachers/peer group members will be post-assessed by February 15. Each component of the Assessment Record is completed and progress on the Growth Improvement Plan is reviewed by the assessment team. A Summary Conference is held at which time one of four actions may be recommended.

1. If the probationary teacher's/peer group member's performance is rated as professionally competent (rating of "3") on the proficiencies, the teacher/peer group member is recommended for the appropriate contract.

2. If the continuing contract teacher's/peer group member's assessment indicates a professionally competent level of proficiency (rating of "3") and completion of the Growth Improvement Plan, the teacher/peer group member continues in employment with the appropriate contract.

3. If a teacher's/peer group member's assessment indicates significant improvement toward completion of the Growth Improvement Plan, but he or she has not reached proficiency, (a rating of "3") the teacher will be notified prior to April 1 that he or she will be returned to a probationary contract for the next school year. A new Growth Improvement Plan will be written, and the teacher/peer group member will be pre- and post-assessed the next school year.

4. If a teacher's/peer group member's assessment indicates that no significant improvement toward completion of the Growth Improvement Plan has occurred and proficiency (rating of "3") has not been reached, the teacher/peer group member will be notified prior to April 1 that a recommendation for termination will be made.

Teachers/Peer Group Members on Pay Grade 10. If the teacher's/peer group member's assessment indicates that no significant improvement toward completion of the Growth Improvement Plan has occurred and proficiency (rating of "3") has not been reached, the teacher/peer group member will be notified prior to April 1 that a recommendation for termination will be made or that the teacher/peer group member will be returned to the previously held HISD position.

Teachers/peer group members not on a Growth Improvement Plan or not third-year or other probation status; i.e., first-, second-year, continuing contract, new-to-the-building teachers/peer group members may be post-assessed by February 15 or May 15. A Summary Conference will be held between the teacher/peer group member and the assessment team at which time one of the two following actions may be taken:

1. If the teacher's/peer group member's assessment indicates an acceptable level of proficiency, the teacher/peer group member continues in employment with the appropriate contract.

2. If the teacher's/peer group member's assessment indicates that improvement is required, a Growth Improvement Plan will be developed and the teacher/peer group member will be pre-and post-assessed the next school year.

THIRD PARTY INPUT (APPENDIX L)

In order to have maximum effectiveness, administrators and all other professional educational personnel must be sensitive to and continually aware of both the general needs of the community and the specific needs of individuals. Input from persons within the community should be considered, weighed, and evaluated as to validity. All third party input *must be in writing*. A parent or legal guardian must sign if the initiating party is under 18 years of age.

All persons who are the subjects of third party input shall, upon receipt of the written document, be allowed to defend immediately the point in question. If there is a discrepancy in the third party's story, the principal should interview any witnesses and attempt to determine what occurred. It may be

desirable for the principal to meet with the complainant in an informal conference to determine what actually happened. A conference with the teacher/peer group member, the principal, and the third party shall be a requisite to final verification.

In many cases, it will not be possible for all parties to have agreement concerning what happened, so the principal then must act as a judge and make a ruling. If agreement can eventually be reached or if the principal has enough facts to make factual determination, a specific incident memorandum must be prepared. Such a memorandum would explain the findings made by the principal and the reasons for those findings. Specific directives or suggestions to the teacher/peer group member might also be included in the memorandum, if appropriate. The teacher/peer group member should be informed of the results immediately.

If the complaint is disproved, all related information must be removed from the file. If, after the investigation, the complaint is found to be true but the third party will not agree to appear as a witness, other independent evidence must be available to establish the relevant facts at a hearing; otherwise, actions adverse to the employee should not be taken.

Third party input which is determined to be valid may be used as a part of the assessment process and becomes a part of the assessment file. If such input is to be used in determining the assessment rating of a given teacher, it must be properly verified, recorded, and signed and not accepted as hearsay evidence.

Since it is essential that such input go initially to the principal, every effort must be made to assure that this approach be followed whenever possible through the establishment and enforcement of formal procedures to cover such situations.

STEPS IN THE QUALITY ASSURANCE PROGRAM

Step I ***Faculty Review by the Tri-dimensional Team.*** By September 15, the tri-dimensional assessment team will review the status of all teachers/peer group members at each school to determine by consensus those teachers/peer group members to be assessed and which members of the tri-dimensional team will assess which teachers/peer group members. Each teacher/peer group member must be assessed by a campus administrator and possibly one or two area administrators. In addition to this initial identification of teachers/peer group members to be assessed, any team member may identify teachers/peer group members who need to be assessed at any time during the school year. Such teachers/peer group members will be assessed upon consensus by the tri-dimensional team.

Step II ***Overview of Assessment Process.*** By September 15 of each school year, the principal will meet with teachers/peer group members to

- review major responsibilities of the teacher/peer group member and determine if items on the assessment instrument are applicable for each person or position;
- orient teachers/peer group members on the instructional frameworks and the assessment instruments;
- discuss assessment process time schedule; and,
- distribute QAP Handbooks.

Step III ***Notification of Assessment.*** The principal will notify those individuals who are to be assessed by September 15, on the Assessment Notification Memorandum, (Appendix H). Assessees are to sign the Notification Memorandum. Teachers/peer group members added to the Assessment Cycle during the school year must be notified on the Assessment Notification Memorandum five days prior to beginning the formal assessment process (observations and conferences).

Step IV ***Observations.*** All teachers/peer group members will be assessed on the instrument indicated for the group to which they belong. At least three 30-minute visits to the teacher's/peer group member's room are to be made by the bi- or tri-dimensional team to complete the Observation Instrument. The visits may be conducted individually or as a group. The number of observation visits, the length of the visit, and whether the assessors observe together or independently, will vary with the situation. However, in no instance shall fewer than three observations be made. If the assessment is tri-dimensional, each team member must make at least one 30-minute observation.

If, after the initial observation of a second-, third-year probationary or continuing contract teacher/peer group member, *a major deficiency is identified* , the Associate or Deputy Superintendent must become a part of the assessment process. That is, the bi-dimensional team becomes a tri-dimensional team.

When there are not enough working hours in the school days for observations and conferences to be completed by November 15, the Supervisor may be given approval by the Area Deputy Superintendent to extend his/her completion of pre-assessment beyond November 15.

Step V ***Conference***

Each observer will have a conference with the teacher/peer group member within five (5) working school days after the observation.

With advance notification, the teacher/peer group member is expected to extend his/her school day to attend this conference, if necessary.

If a tri-/bi-dimensional observation occurred and no agreement could be reached by the assessment team, the assessors will revisit the teacher's/peer group member's classroom to make additional observations.

During the conference, the assessor is to obtain additional information about the lesson observed and share with the teacher/peer group member his/her perceptions of the lesson observed. The teacher/peer group member is to provide any documentation needed to verify questions about the lesson; i.e., lesson plans, student workbooks, assignment sheets, etc.

Step VI ***Rating of Observation Instrument***

The assessor rates the indicators *after* the conference based on the observation and conference information. The principal has the responsibility to obtain the teacher's/peer group member's signature and to distribute the pink copy to the teacher/peer group member, white copy to the Supervisor, goldenrod copy to the Associate Superintendent, and yellow to the Principal.

Step VII ***Assessment Team Rating of the Assessment Instrument and the Summary Assessment Record.*** After each of the three assessors has observed and conferred with the teacher/peer group member, the assessors will meet to discuss their initial ratings from the observations. Since they have observed a wide variety of activities, their ratings may differ. The assessors should *not necessarily* average their initial ratings; rather, they should use their judgment to come to a consensus for a rating on each of the major categories of Proficiencies on the Summary Assessment Record. Any initial rating of a "1" or "2" on the classroom observation instrument may influence the summary rating to be a "1" or "2." Improvement of instruction during the observation period may also influence the summary rating.

After members of the assessment team have come to a consensus on the ratings on the Observation Instrument, they will discuss the three other proficiencies on the Assessment Instrument. To assess all proficiencies, they may review any materials provided by the teacher/peer group member (such as grade book, display cards, students' work, lesson plans, and any other materials supplied by the teacher/peer group member and principal). The assessors will then come to a consensus on a rating for each of the five major proficiencies on the Summary Assessment Record.

To determine an overall rating for a teacher/peer group member, the assessors will make the following calculations:

1. Add the ratings for Special Proficiencies for the Counselor and then average;

2. Add the ratings for Group Counseling Skills, and then average;

3. Add the ratings for Management/Professional Characteristics and then average;

4. To weight the ratings, multiply the averaged Special Proficiencies for the Counselor ratings by two. Multiply the averaged Group Counseling Skills rating by one. Multiply the averaged Management/Professional Characteristics Proficiencies rating by one.

5. Total the weighted ratings and divide by four (4) to derive the total Summary Assessment rating. (See example Appendix M). Place rating on page 2 in the Section III - Summary Conference Verification.

Step VIII ***Development of the Growth Improvement Plan.*** The tri-dimensional team will develop a Growth Improvement Plan or Professional Refinement Plan either prior to, during, or after the Summary Conference. The team identifies all "1" and "2" ratings on the Assessment Instrument; justifies the ratings on the Justification Form; indicates objectives, actions to be taken by the assessee, and start and finish dates on the Growth Improvement Plan.

Copies of the Growth Improvement Plan or Professional Refinement Plan, Assessment Instrument, and Justification Form are stapled to the Summary Assessment Record as a reference for the assessment team. Copies are to be given to the teacher/peer group member for use in planning and implementing.

Development of a Professional Refinement Plan. If a teacher/peer group member is rated "3" or above on all proficiencies and characteristics, the assessors and the teacher/peer group member may together develop a Professional Refinement Plan to provide continued professional growth opportunities. Such a plan does not require monitoring.

Step IX ***Summary Conference.*** The assessment team meets with the teacher/peer group member in a Summary Conference to review the assessment ratings. The purpose of the Summary Conference is to review the assessment information collected during the assessment process.

If there are no deficiencies (ratings below a "3") identified by the assessment team, and no Growth Improvement Plan, the Summary Conference may be conducted by the principal without the other assessment team members. In this instance, if there are no deficiencies, the signatures of the other assessment team members may be obtained later. The teacher/peer group member and principal sign the Summary Assessment Record at the Summary Conference.

With advance notification, the teacher/peer group member is expected to extend his/her school day to attend this conference, if necessary.

A memorandum of record (Appendix K) will be made of the Summary Conference by the principal when a teacher/peer group member is on a Growth Plan; otherwise, notes of the Summary Conference may be made on the Summary Assessment Record under Section III: Summary Conference Verification.

Step X ***Monitoring the Growth Improvement Plan.*** The plan may be monitored by any or all members of the assessment team. Completion of Growth Improvement activities does not mean that a teacher/peer group member has reached proficiency and that his/her rating will automatically be changed from a "1" or "2" to a "3". The rating can change *only* during the next assessment period if observations and other documentation verify that such behaviors have occurred and proficiency has been obtained.

Step XI ***Post-Assessment for Third-Year and Other Probationary Teachers/Peer Group Members and Teachers/Peer Group Members on a Growth Improvement Plan.*** Teachers/Peer Group Members who may require a change in contractual status must be post-assessed by February 15. Each component of the assessment instrument is completed, and progress on the Growth Improvement Plan is reviewed by the assessment team. A second Summary Conference is held, at which time one of five actions may be recommended.

1. If the teacher's/peer group member's performance is rated as professionally competent (rating of "3") on the proficiencies, the teacher/peer group member is continued in employment with the appropriate contract.

2. If the teacher's/peer group member's assessment indicates an acceptable level of proficiency and completion on the Growth Improvement Plan, the teacher/ peer group continues in employment on the appropriate contract.

3. If a teacher's/peer group member's assessment indicates significant improvement toward completion of the Growth Improvement Plan, but he or she has not reached proficiency, the teacher/peer group member may be notified prior to April 1 that he or she may be returned to a probationary contract for the next school year. The Growth Improvement Plan will be updated and continued, and the teacher/peer group member will be pre- and post-assessed the next school year.

4. If a teacher's/peer group member's assessment indicates that no significant improvement toward completion of the Growth Improvement Plan has occurred and proficiency has not been reached, the teacher/peer group member will be notified prior to April 1 that a recommendation for termination or a return to probationary status may be made.

5. **Teachers/Peer Group Members on Pay Grade 10.** If the teacher's/peer group member's assessment indicates that no significant improvement toward completion of the Growth Improvement Plan has occurred and proficiency (rating of "3") has not been reached, the teacher/peer group member will be notified prior to April 1 that a recommendation for termination will be made or that the teacher/peer group member will be returned to the previously held HISD position.

Step XII ***Post-Assessment for All Other Teachers.*** Teachers/peer group members will be post-assessed using the same process as that used in the pre-assessment cycle. A Summary Conference between the teacher/peer group member and assessment team will be held, at which time one of two actions may be taken.

1. If the teacher's/peer group member's assessment indicates an acceptable level of proficiency, the teacher/peer group member continues in employment with the appropriate contract.

2. If the teacher's/peer group member's assessment indicates that improvement is required, a Growth Improvement Plan will be developed and the teacher/peer group member will be pre- and post-assessed the next school year.

NOTE: The list of actions in Steps XI and XII relates only to proficiency and is not intended to be a limitation on recommendations for termination or change of contract status for the reasons listed in Chapter 13 of the *Texas Education Code*.

APPENDICES

APPENDIX A
QUALITY ASSURANCE PROGRAM — ELEMENTARY COUNSELOR
Summary Assessment Report

SECTION I: BASIC INFORMATION AND DATA PRE-/POST-ASSESSMENT

NAME OF COUNSELOR _____ SOCIAL SECURITY NO. _____

CAMPUS(ES)/DAYS AT CAMPUS(ES) _____

YEARS IN EDUCATION _____ YEARS AS A COUNSELOR _____

NAMES OF ASSESSORS _____

SECTION II: ASSESSMENT INFORMATION AND DATA

1 - Ineffective Performance 2 - Unsatisfactory Performance 3 - Professionally Competent Performance 4 - High Quality Performance

A rating of 1 or 2 requires a statement of justification.

		Pre	Post
I.	Special Counseling Proficiencies		
A.	Develops a School-Level Counselor Action Plan (CAP)	1 2 3 4	1 2 3 4
B.	Places Students in Instructional Programs	1 2 3 4	1 2 3 4
C.	Conducts Individual and Group Counseling	1 2 3 4	1 2 3 4
D.	Provides Guidance Activities for Students, Parents, and Staff	1 2 3 4	1 2 3 4
E.	Serves as School Liaison with Internal Programs/External Agencies	1 2 3 4	1 2 3 4
F.	Coordinates/Administers Testing Programs	1 2 3 4	1 2 3 4
II.	Observed Group Counseling Proficiencies		
A.	Uses Counseling/Guidance Time Effectively	1 2 3 4	1 2 3 4
B.	Motivates Students Successfully	1 2 3 4	1 2 3 4
C.	Increases Productive Student Behavior	1 2 3 4	1 2 3 4
D.	Demonstrates Proficiency in Counseling/Guidance Session	1 2 3 4	1 2 3 4
E.	Demonstrates Proficiencies in Oral/Written Language	1 2 3 4	1 2 3 4
III.	Management Proficiencies and Professional Characteristics		
A.	Adheres to Established Timelines and Procedures	1 2 3 4	1 2 3 4
B.	Maintains Student Counseling Records	1 2 3 4	1 2 3 4
C.	Plans and Encourages Parent Involvement	1 2 3 4	1 2 3 4
D.	Demonstrates Positive Interpersonal Relationships	1 2 3 4	1 2 3 4
E.	Creates Appropriate Counseling Environment	1 2 3 4	1 2 3 4
F.	Participates in Professional Growth Activities	1 2 3 4	1 2 3 4

IV. Proficiency Certification

A. Demonstrates Functional Academic Skills Dates Certified: Reading _____ Writing _____ Math _____

B. Demonstrates Content Area Proficiency Date Certified: _____

SECTION III: SUMMARY CONFERENCE VERIFICATION

PRE-ASSESSMENT CONFERENCE SUMMARY

_____

_____

_____

_____

PRE-ASSESSMENT RATING _____

COMMENTS BY ASSESSEE _____

_____

_____

_____

*Assessee Date

_____

Principal/Assistant Principal Date

_____

Supervisor Date

_____

Area Associate/Deputy Supt. Date

POST-ASSESSMENT CONFERENCE SUMMARY

_____

_____

_____

_____

POST-ASSESSMENT RATING _____

COMMENTS BY ASSESSEE _____

_____

_____

_____

*Assessee Date

_____

Principal/Assistant Principal Date

_____

Supervisor Date

_____

Area Associate/Deputy Supt. Date

*Signature indicates receipt of assessment instrument.

APPENDIX B
QUALITY ASSURANCE PROGRAM — ELEMENTARY COUNSELOR
Assessment Instrument

NAME OF COUNSELOR _____ SOCIAL SECURITY NO. _____

CAMPUS(ES)/DAYS AT CAMPUS(ES) _____

PRE-ASSESSMENT DATE _____ POST ASSESSMENT DATE _____

ASSESSORS _____

			Pre	Post
I		SPECIAL COUNSELING PROFICIENCIES		
	A	Develops a School-Level Counselor Action Plan (CAP)		
		1. Bases activities on documented, identified school needs	N/A 1 2 3 4	N/A 1 2 3 4
		2. Provides guidance services according to assessed needs	N/A 1 2 3 4	N/A 1 2 3 4
		3. Includes career, social, and academic activities	N/A 1 2 3 4	N/A 1 2 3 4
		4. Includes individual and group activities	N/A 1 2 3 4	N/A 1 2 3 4
		5. Includes activities identified in the Area and District plans and goals	N/A 1 2 3 4	N/A 1 2 3 4
	B	Places Students in Appropriate Instructional Program		
		1. Refers students for testing for Magnet schools, special education programs upon request	N/A 1 2 3 4	N/A 1 2 3 4
		2. Disperses materials to students and parents concerning programs available on the campus and throughout the District	N/A 1 2 3 4	N/A 1 2 3 4
		3. Participates in ARD meetings as required	N/A 1 2 3 4	N/A 1 2 3 4
		4. Participates in LPAC meetings as needed	N/A 1 2 3 4	N/A 1 2 3 4
		5. Participates in/coordinates the building-level referral committee	N/A 1 2 3 4	N/A 1 2 3 4
	C	Conducts Individual and Group Counseling		
		1. Is available to confer with students, parents, and teachers when needed	N/A 1 2 3 4	N/A 1 2 3 4
		2. Conducts individual personal/academic student and parent conferences	N/A 1 2 3 4	N/A 1 2 3 4
		3. Conducts group counseling for students and parents	N/A 1 2 3 4	N/A 1 2 3 4
		4. Conducts grade level group counseling and/or guidance sessions and documents sessions	N/A 1 2 3 4	N/A 1 2 3 4
		5. Conducts group counseling and/or guidance sessions for students with special needs and documents sessions	N/A 1 2 3 4	N/A 1 2 3 4
		6. Serves as a consultant to the administration, staff, and parents	N/A 1 2 3 4	N/A 1 2 3 4
		7. Follows up on individual student problems	N/A 1 2 3 4	N/A 1 2 3 4
		8. Conducts group meetings with faculty members	N/A 1 2 3 4	N/A 1 2 3 4
	D	Provides Guidance Activities for Students, Parents and Staff		
		1. Conducts inservices/activities based on Area/District goals	N/A 1 2 3 4	N/A 1 2 3 4
		2. Conducts activities on educational, social, and career themes	N/A 1 2 3 4	N/A 1 2 3 4
		3. Provides orientation programs for students and parents	N/A 1 2 3 4	N/A 1 2 3 4
		4. Interprets test results to students, faculty, and parents in individual or group sessions	N/A 1 2 3 4	N/A 1 2 3 4
		5. Assists teachers in identifying students who would benefit from counseling services	N/A 1 2 3 4	N/A 1 2 3 4
		6. Provides feedback on referred students	N/A 1 2 3 4	N/A 1 2 3 4
	E	Serves as a School Liaison with Internal Programs/External Agencies		
		1. Makes external and internal agency referral information available	N/A 1 2 3 4	N/A 1 2 3 4
		2. Consults with community agencies and specialists	N/A 1 2 3 4	N/A 1 2 3 4
		3. Serves as a consultant to the administration, staff, and parents on community agencies/resources upon request	N/A 1 2 3 4	N/A 1 2 3 4
	F	Coordinates/Administers Testing Programs		
		1. Receives and returns test materials	N/A 1 2 3 4	N/A 1 2 3 4
		2. Conducts inservices on testing program/instrument	N/A 1 2 3 4	N/A 1 2 3 4
		3. Ensures security of test materials	N/A 1 2 3 4	N/A 1 2 3 4
		4. Distributes test materials to teachers/administrators of the test	N/A 1 2 3 4	N/A 1 2 3 4
		5. Schedules and supervises administration of the test	N/A 1 2 3 4	N/A 1 2 3 4
II		OBSERVED GROUP COUNSELING PROFICIENCIES		
	A	Uses Counseling/Guidance Time Effectively		
		1. Follows prepared counseling/guidance plan	N/A 1 2 3 4	N/A 1 2 3 4
		2. Focuses the students' attention at the beginning of the session	N/A 1 2 3 4	N/A 1 2 3 4
		3. Communicates objective of session	N/A 1 2 3 4	N/A 1 2 3 4
		4. Uses modeling and/or illustrations	N/A 1 2 3 4	N/A 1 2 3 4
		5. Keeps group on task	N/A 1 2 3 4	N/A 1 2 3 4
	B	Motivates Students Successfully		
		1. Relates counseling/guidance activities to students' interests	N/A 1 2 3 4	N/A 1 2 3 4
		2. Encourages involvement of all participants	N/A 1 2 3 4	N/A 1 2 3 4
		3. Is non-judgmental about student input	N/A 1 2 3 4	N/A 1 2 3 4
		4. Increases or decreases student level of concern	N/A 1 2 3 4	N/A 1 2 3 4
		5. Sets pleasant feeling tone	N/A 1 2 3 4	N/A 1 2 3 4
		6. Uses appropriate counseling/guidance techniques	N/A 1 2 3 4	N/A 1 2 3 4
	C	Increases Productive Student Behavior		
		1. Praises students for appropriate behavior	N/A 1 2 3 4	N/A 1 2 3 4
		2. Varies praise words	N/A 1 2 3 4	N/A 1 2 3 4
		3. Identifies alternatives to inappropraite behaviors	N/A 1 2 3 4	N/A 1 2 3 4
		4. Ignores attention-getting behavior	N/A 1 2 3 4	N/A 1 2 3 4
		5. Is specific when reinforcing a behavior	N/A 1 2 3 4	N/A 1 2 3 4

APPENDIX B
QUALITY ASSURANCE PROGRAM — ELEMENTARY COUNSELOR
Assessment Instrument
-2-

	Pre	Post
III. D. Demonstrates Proficiency in Counseling/Guidance Session		
1. Demonstrates sound knowledge of subject of session	N/A 1 2 3 4	N/A 1 2 3 4
2. Responds knowledgeably to students' questions	N/A 1 2 3 4	N/A 1 2 3 4
3. Demonstrates effectively a repertory of counseling/guidance skills and/or techniques	N/A 1 2 3 4	N/A 1 2 3 4
E. Demonstrates Proficiencies in Oral/Written Language		
1. Pronounces words correctly	N/A 1 2 3 4	N/A 1 2 3 4
2. Uses grammatically correct English	N/A 1 2 3 4	N/A 1 2 3 4
3. Uses rules of spelling, punctuation, and grammar in all written materials	N/A 1 2 3 4	N/A 1 2 3 4
III. MANAGEMENT PROFICIENCIES AND PROFESSIONAL CHARACTERISTICS		
A. Adheres to Established Timelines and Procedures		
1. Records Guidance Department Information for TEA accreditation	N/A 1 2 3 4	N/A 1 2 3 4
2. Maintains a daily activity log	N/A 1 2 3 4	N/A 1 2 3 4
3. Completes and files Guidance Department annual reports	N/A 1 2 3 4	N/A 1 2 3 4
4. Uses standard English and proper punctuation in all written communications	N/A 1 2 3 4	N/A 1 2 3 4
5. Follows building procedures for use of printed materials, AV equipment, etc.	N/A 1 2 3 4	N/A 1 2 3 4
6. Complies with building rules, regulations, and directives	N/A 1 2 3 4	N/A 1 2 3 4
7. Follows District policies and procedures	N/A 1 2 3 4	N/A 1 2 3 4
8. Attends required inservice programs	N/A 1 2 3 4	N/A 1 2 3 4
9. Meets HISD attendance policy	N/A 1 2 3 4	N/A 1 2 3 4
B. Maintains Student Counseling Records		
1. Updates counselor's student records regarding counseling sessions held	N/A 1 2 3 4	N/A 1 2 3 4
2. Provides and maintains counseling referral forms for students and staff	N/A 1 2 3 4	N/A 1 2 3 4
C. Plans and Encourages Parent Involvement		
1. Handles contacts with parents in a manner which is consistent with District policies	N/A 1 2 3 4	N/A 1 2 3 4
2. Involves parents in guidance-related school cimmittees	N/A 1 2 3 4	N/A 1 2 3 4
3. Maintains confidentiality concerning information about pupils and their families	N/A 1 2 3 4	N/A 1 2 3 4
4. Assists/coordinates planning Fail-Safe days	N/A 1 2 3 4	N/A 1 2 3 4
5. Meets with parents during Fail-Safe days as well as at other needed times	N/A 1 2 3 4	N/A 1 2 3 4
6. Conducts workshops/programs for parents	N/A 1 2 3 4	N/A 1 2 3 4
D. Demonstrates Positive Interpersonal Relationships		
1. Cooperates with and supports faculty members	N/A 1 2 3 4	N/A 1 2 3 4
2. Exhibits overall positive approach	N/A 1 2 3 4	N/A 1 2 3 4
3. Demonstrates self-control	N/A 1 2 3 4	N/A 1 2 3 4
4. Encourages students to be self-disciplined	N/A 1 2 3 4	N/A 1 2 3 4
5. Promotes positive self-image in students	N/A 1 2 3 4	N/A 1 2 3 4
6. Treats students consistently and empathetically	N/A 1 2 3 4	N/A 1 2 3 4
7. Assumes responsibility for assisting with overall discipline of students within the school	N/A 1 2 3 4	N/A 1 2 3 4
8. Practices good human relations skills	N/A 1 2 3 4	N/A 1 2 3 4
9. Is punctual	N/A 1 2 3 4	N/A 1 2 3 4
10. Demonstrates concern for safety and security of students	N/A 1 2 3 4	N/A 1 2 3 4
E. Creates Appropriate Counseling Environment		
1. Maintains good housekeeping procedures	N/A 1 2 3 4	N/A 1 2 3 4
2. Maintains bulletin boards/interest centers	N/A 1 2 3 4	N/A 1 2 3 4
3. Maintains orderly bookshelves and cabinets	N/A 1 2 3 4	N/A 1 2 3 4
4. Maintains a private and confidential atmosphere	N/A 1 2 3 4	N/A 1 2 3 4
F. Participates in Professional Growth Activities		
1. Attends required Area and District inservices	N/A 1 2 3 4	N/A 1 2 3 4
2. Keeps abreast of educational issues pertinent to individual counselor assignment	N/A 1 2 3 4	N/A 1 2 3 4
3. Shares information gathered in professional activities with other staff members	N/A 1 2 3 4	N/A 1 2 3 4

COMMENTS _____

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PRE-ASSESSMENT

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Counselor

ASSESSORS:

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POST-ASSESSMENT

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Counselor

ASSESSORS:

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APPENDIX C
EXPLANATION OF SUMMARY ASSESSMENT RATINGS FOR PROFICIENCIES ON THE SUMMARY ASSESSMENT RECORD

Rating Number	Rating Notation	Explanation
4	High Quality Performance	Demonstrates, by exemplary actions, high level performance in accomplishing proficiencies and position requirements
3	Professionally Competent	Meets expectations for stated proficiencies and satisfies position requirements
2	Unsatisfactory Performance	Does not meet expectations for stated proficiencies; performance requires improvement
1	Ineffective Performance	Performs below an acceptable level for stated proficiencies; no significant improvement in performance has occurred.

EXPLANATIONS OF RATINGS FOR PROFICIENCY ELEMENTS ON THE ELEMENTARY COUNSELOR ASSESSMENT INSTRUMENT

I. SPECIAL COUNSELING PROFICIENCIES

A. DEVELOPS A SCHOOL-LEVEL COUNSELOR ACTION PLAN (CAP)

	1	2	3	4
1. BASES ACTIVITIES ON DOCUMENTED, IDENTIFIED SCHOOL NEED	Does not assess needs of school in planning goals and objectives for the guidance program	Assesses needs for planning activities for the guidance program, but does not include Area goals and objectives	Assesses needs including District and Area goals and objectives in planning activities for the guidance program	Assesses needs of school—includes District and Area Goals and objectives—and provides a variety of activities and followup with needs documented
2. PROVIDES GUIDANCE SERVICES ACCORDING TO TO ASSESSED NEEDS	Does not provide guidance services related to the assessed needs on the school Counselor's Action Plan	Provides some guidance services according to some assessed needs on the Counselor's Action Plan	Provides guidance services according to all assessed needs on the Counselor's Action Plan	Gives priority to assessed guidance needs and provides services for all needs on the Counselor's Action Plan
3. INCLUDES CAREER, SOCIAL, AND ACADEMIC ACTIVITIES	Does not conduct activities on educational, social, and career themes	Conducts activities on educational, social, and career themes, but does not take developmental needs into consideration	Conducts activities on educational, social, and career themes based on developmental needs	Conducts activities on all required educational, social, and career themes based on developmental needs, on a continuing basis
4. INCLUDES INDIVIDUAL AND GROUP ACTIVITIES	Does not include individual and/or group activities in the counselling program	Provides individual and group activities on a limited basis	Provides individual and group activities as required on the "Required Elementary Group Developmental Guidance Activities Chart"	Provides individual and group activities which exceed the program requirements on the "Required Elementary Group Developmental Guidance Activities Chart"

	1	2	3	4
5. INCLUDES ACTIVITIES IDENTIFIED IN THE AREA AND DISTRICT PLANS AND GOALS	Does not include activities which have been identified as goals of the Area and District	Includes activities of the Area and District goals on a limited basis; generally, poorly executed	Includes all activities, which have been identified as necessary to meet the goals of the Area and District	Includes all activities which have been identified as necessary to meet the goals of the Area and District along with additional activities
B. PLACES STUDENTS IN APPROPRIATE INSTRUCTIONAL PROGRAMS				
1. REFERS STUDENTS FOR MAGNET SCHOOLS AND SPECIAL EDUCATION PROGRAMS UPON REQUEST	Does not refer students for testing for Magnet schools and special education programs upon request	Inconsistently refers students for testing for Magnet schools and special education programs upon request	Consistently refers students for testing for Magnet schools and special education programs upon request	Consistently refers students for testing for Magnet schools and special education programs upon request, and initiates additional referrals where appropriate upon request
2. DISPERSES MATERIALS TO STUDENTS AND PARENTS CONCERNING PROGRAMS AVAILABLE ON THE CAMPUS AND THROUGHOUT THE DISTRICT	Does not send out materials to students and parents on programs available to the school and throughout the District	Disperses materials to students, but does not explain the available programs	Disperses materials to students, and discusses programs that are available	Disperses materials to students and parents, and discusses programs that are available; provides assistance on an individual basis
3. PARTICIPATES IN ARD MEETINGS AS REQUIRED	Does not attend ARD meetings when required	Attends ARD meetings when required, but does not participate	Attends ARD meetings when required, and contributes information as needed	Attends ARD meetings when required, contributes information, and follows up
4. PARTICIPATES IN LPAC MEETINGS AS REQUIRED	Does not attend LPAC meetings when required	Attends LPAC meetings when required, but does not participate	Attends LPAC meetings when required, and contributes information as needed	Attends LPAC meetings when required, contributes information, and follows up
5. PARTICIPATES IN/ COORDINATING THE BUILDING—LEVEL REFERRAL COMMITTEE	Does not participate in and/or coordinate referral committee meetings as needed	Attends, but does not participate in and/or coordinate referral committee meetings as needed	Participates in and/or coordinates referral committee meetings as needed	Coordinates and/or participates in referral committee meetings, contributes information, and follows up

C. CONDUCTS INDIVIDUAL AND GROUP COUNSELING

	1	2	3	4
1. IS AVAILABLE TO CONFER WITH STUDENTS, PARENTS, AND TEACHERS WHEN NEEDED	Is not available to confer with students, parents, and teachers	Is available to confer with students, parents, and teachers only on an occasional or inconsistent basis	Is available to confer with students, parents, and teachers when needed; maintains a regular schedule of office hours for individual conferences with few exceptions	Is available to confer with students, parents, and teachers when needed; answers questions on a drop-in basis; if other duties make lengthy conference impossible at the moment, the counselor makes appointment for the soonest possible time
2. CONDUCTS INDIVIDUAL PERSONAL/ ACADEMIC STUDENT AND PARENT CONFER— ENCES	Does not conduct individual personal/-academic conferences	Conducts individual personal/academic conferences when demanded by referring person or administrator	Conducts regularly scheduled individual personal/ academic student conferences	Plans, conducts, and documents regularly scheduled individual personal/academic student conferences
3. CONDUCTS GROUP COUNSELING FOR STUDENTS AND PARENTS	Does not conduct group counseling for students and/or parents	Rarely conducts group counseling for students and/or parents	Regularly conducts group counseling for students and/or parents required by the CAP	Plans, conducts, and documents regularly scheduled group counseling sessions for students in excess of CAP
4. CONDUCTS GRADE LEVEL GROUP COUNSELING AND/OR GUIDANCE SESSIONS AND DOCUMENTS SESSIONS	Does not conduct grade level group counseling/-guidance sessions	Conducts grade level group counseling/guidance sessions on an inconsistent basis	Regularly conducts grade level group counseling/guidance sessions and documents sessions	Conducts and documents grade level group counsling/guidance sessions on a regular basis and utilizes creative resources
5. CONDUCTS COUNSELING AND/OR GUIDANCE SESSIONS FOR STUDENTS WITH SPECIAL NEEDS AND DOCUMENTS SESSIONS	Does not conduct group counseling and/-or guidance sessions for students with special needs	Conducts group counseling and/or guidance sessions for students with special needs on an inconsistent basis	Regularly conducts counseling and/or guidance sessions for students with special needs and documents sessions	Conducts well-documented, counseling and guidance sessions for students with special needs on a regular and timely basis, and utilizes creative resources

	1	2	3	4
6. SERVES AS A CONSULTANT TO THE ADMINI STRATION, STAFF, AND PARENTS	Does not function as a resource consultant in guidance and counseling	Demonstrates limited knowledge in the guidance and counseling area; is not willing to become versed enough to function as a consultant	Functions as a resource consultant to administration, staff, and parents	Functions as a resource consultant to administration, staff, and parents; provides in-service training for parents and staff
7. FOLLOWS UP ON INDIVIDUAL STUDENT PROBLEMS	Does not follow up on individual student problems	Seldom follows up on individual student problems	Usually follows up on individual student problems and maintains documentation	Regularly follows up on individual student problems and maintains documentation
8. CONDUCTS GROUP MEETINGS WITH FACULTY MEMBERS AS NEEDED	Does not conduct group meetings with faculty members, on identified needs	Conducts group meetings with faculty members, on identified needs, but does not clearly state the purpose of the meeting	Conducts group meetings to discuss identified needs and procedures	Conducts group meetings to discuss identified needs and procedures; initiates additional meetings addressing other identified needs
D. PROVIDES GUIDANCE ACTIVITIES FOR STUDENTS, PARENTS, AND STAFF				
1. CONDUCTS INSERVICES/ ACTIVITIES BASED ON AREA/ DISTRICT GOALS	Does not present in-services	Presents inservices in an unclear manner so that staff becomes confused and frustrated	Presents teacher in-service upon request, and inservice is organized, and concise	Recognizes the need for teacher inservice; organizes, implements, and follows up on in-service activity; presents information effectively and clearly
2. CONDUCTS ACTIVITIES ON EDUCATIONAL, SOCIAL, AND CAREER THEMES	Does not conduct activities on educational, social, or career themes	Conducts activities on educational, social, and/or career themes on a limited basis	Conducts activities on educational, social, and career themes on each grade level	Conducts activities on educational, social, and/or career themes which exceed the minimum
3. PROVIDES ORIENTATION FOR STUDENTS AND PARENTS	Does not conduct an orientation session	Reluctantly conducts an orientation session upon request at the beginning of the school year only after much prodding	Conducts orientation sessions for new students at the beginning of the school year upon request	Initiates and conducts orientation sessions at the beginning of the school year and periodically as needed for new students

	1	2	3	4
4. INTERPRETS TEST RESULTS TO STUDENTS AND PARENTS IN INDIVIDUAL AND GROUP SESSIONS	Does not interpret test results to students, faculty, and parents in group or individual sessions	Interprets tests results, but confuses those present in the sessions	Clearly interprets test results to students, faculty, and parents in group or in individual sessions	Conducts group and individual sessions with students, faculty, or parents, and uses materials which help to clearly interpret test scores
5. ASSISTS TEACHERS IN IDENTIFYING STUDENTS WHO WOULD BENEFIT FROM COUNSELING SERVICES	Does not assist teachers in identifying students who need counseling services	Assists teachers in identifying students who need counseling services, but does not take action	Helps teachers identify students with a need for counseling services and acts accordingly	Assists teachers in identifying students who need counseling services and takes action; teacher contact is maintained
6. PROVIDES FEEDBACK ON REFERRED STUDENTS	Does not provide teacher with feedback on referred student	Provides teacher with oral feedback after a one- to two- week time span	Provides teacher with immediate oral feedback regarding referred student	Provides teacher with immediate oral feedback regarding referred student and feedback is documented with a copy for the teacher and counselor
E. SERVES AS A SCHOOL LIAISON WITH INTERNAL PROGRAMS/EXTERNAL AGENCIES				
1. MAKES INTERNAL AGENCY REFERRAL INFORMATION AVAILABLE	Is not familiar with available information on internal referral programs	Is familiar with available information on internal referral programs, but does not share with parents or staff	Makes information available on internal referral programs to parents and staff	Makes information available on internal referral programs to parents and staff, and assists with services
2 CONSULTS WITH COMMUNITY AGENCIES AND SPECIALISTS	Does not consult with specialists and representatives of community agencies when needed	Seldom utilizes community agencies and specialists when needed	Consults with specialists and representatives of community agencies when needed	Consults with specialists and representatives of community agencies and invites them as resource persons to the community and/or school to discuss services
3. SERVES AS A CONSULTANT TO THE ADMINISTRATION, STAFF, AND PARENTS ON COMMUNITY AGENCIES	Does not provide information on community agencies/resources upon request	Provides limited information on community agencies/resources upon request	Provides adequate information to administration, staff, and parents as needed	Provides adequate information to administration, staff, and parents; and assists in securing services

F. COORDINATES/ADMINISTERS TESTING PROGRAM

1. RECEIVES AND RETURNS TEST MATERIALS	Does not accept responsibility for receipt and return of test materials	Receives and returns test materials in a lackadaisical manner	Receives and returns test materials accurately and on time as requested	Takes initiative to receive and return test materials accurately, on time, organized, and in an orderly fashion
2. CONDUCTS INSERVICES ON TESTING PROGRAM/ INSTRUMENT	Does not take initiative to conduct inservices	Reluctantly conducts inservices as requested	Willingly conducts inservices as requested	Initiates and conducts inservice sessions on testing program/instrument in a timely, knowledgeable manner
3. ENSURES SECURITY OF TEST MATERIALS	Does not ensure security of the test materials	Ensures security of the test materials; however, one or more tests not returned	Ensures security of the test materials: all materials returned	Helps to develop and implement plan to ensure security of the test materials; all are returned with an accurate accounting
4. DISTRIBUTES TEST MATERIALS TO TEACHERS/ ADMINISTRATORS OF THE TEST	Does not distribute test materials to teachers/administrators	Does not distribute test materials to teachers/administrators in a timely manner	Distributes test materials to teachers/administrators in a timely manner and keeps accurate records	Distributes test materials to teachers/administrators in a timely and orderly manner; keeps accurate records; and provides written documentation to administrator
5. SCHEDULES AND SUPERVISES ADMINISTRATION OF THE TEST	Does not prepare a schedule and does not provide supervision for the administration of the test	Reluctantly provides schedule and supervises administration of the test; however, problems occur with implementation	Willingly provides schedule and supervises administration of test	Takes initiative for developing and implementing the schedule; supervises administration of the school's testing program

II. OBSERVED GROUP COUNSELING SKILLS/PROFICIENCIES

A. USES COUNSELING/GUIDANCE TIME EFFECTIVELY

1. FOLLOWS PREPARED COUNSELING/ GUIDANCE PLAN	Fails to follow counseling/guidance plan	Follows prepared counseling/guidance plan with some exceptions	Follows prepared counseling/guidance plan as written with no exceptions	Follows prepared counseling/guidance plan in an exceptional manner

	1	2	3	4
2. FOCUSES THE STUDENTS' ATTENTION AT THE BEGINNING OF THE SESSION	Does not attempt to focus (engage) students' attention at the beginning of the lesson; prefaces lesson with insufficient focusing remarks; misjudges students' needs for focusing	Attempts to focus students' attention, but remarks are trite and unrelated to the lesson's objectives	Focuses students' attention effectively; relates remarks to lesson's objectives	Focuses attention in an interesting, motivating way; uses unique questions, remarks, or activities to gain attention; keeps students' interest levels high
3. COMMUNICATES OBJECTIVES OF SESSION	Does not state objective and purpose; some students do not know why they are in session	Is vague in stating objective/purpose; appears to be unsure of session's objective/purpose him/herself	States a definite objective/purpose for the session	States an achievable objective and reasonable purpose for the session; relates the objective to student needs
4. USES MODELING AND/OR ILLUSTRATIONS	Does not use modeling or illustrations, or uses incorrect modeling and/or illustrations	Uses insufficient or irrelevant modeling and/or Ilustrations	Uses good modeling techniques and illustrations to help students understand behaviors necessary to reach objectives	Uses effective, interesting, creative modeling and illustrations to help students achieve the behaviors necessary to reach objectives
5. KEEPS GROUP ON TASK	Fails to keep group on task	Atttempts to keep group on task, but is unable to be totally successful	Keeps group on task with acceptable results	Keeps group on task exceptionally well; success is observable in end results
B. MOTIVATES STUDENTS SUCCESSFULLY				
1. RELATES COUNSELING/ GUIDANCE ACTIVITIES TO STUDENTS' INTERESTS	Relates few activities to students' interests	Relates some activities to students' interests; stimulates some students	Designs and plans activities related to the interests of most students	Designs and plans activities that reflect students' interests and needs; stimulates students to become involved; uses individuals' interests to promote group interest
2. ENCOURAGES INVOLVEMENT OF ALL PARTICIPANTS	Involves only a few students; the majority of the students are passive or involved in other tasks	Involves some of the students; others are passive or doing work unrelated to the session	Involves a majority of students in the activity	Involves all students in the learning activity; students appear to be eager to learn
3. IS NON-JUDGMENTAL ABOUT STUDENT INPUT	Makes unfounded judgments related to students	Is non-judgmental about student input most of the time; however, relies on personal judgment in some cases	Is non-judgmental on all occasions, as related to student input	Is non-judgmental on all occasions which relate to student input; uses students' input in a meaningful manner
4. INCREASES OR DECREASES STUDENT LEVEL OF CONCERN	Makes no attempt to alter level of concern when needed, or uses incorrect level of concern	Drastically alters level of concern, or does not adjust level of concern as needed	Adjusts level of concern so that students work hard without being frustrated	Adjusts level of concern to meet students' needs

	1	2	3	4
5. SETS PLEASANT FEELING TONE	Fails to set a pleasant feeling tone	Uses pleasant feeling tone inappropriately; overuses negative tones; lacks commitment, excitement	Adjusts pleasant and negative tones appropriately	Blends effective feeling tones for a productive, positive atmosphere
6. USES APPRO—PRIATE COUNSELING/ GUIDANCE TECHNIQUES	Does not use appropriate counseling/guidance techniques	Inconsistently uses appropriate counseling/-guidance techniques	Consistently uses appropriate counseling/guidance techniques	Consistently uses appropriate counseling/guidance techniques; develops new, creative procedures as needed
C. INCREASES PRODUCTIVE STUDENT BEHAVIOR				
1. PRAISES STUDENTS FOR APPROPRIATE BEHAVIOR	Does not use reinforcement	Uses general reinforcers; chooses an inappropriate reinforcer for the group/student	Varies reinforcers used within the counseling lesson	Determines appropriate reinforcer for each student
2. VARIES PRAISE	Uses no praise words	Uses the same praise word throughout the lesson	Uses several different praise words	Uses many different praise words and behaviors; uses varied, appropriate methods of praise
3. IDENTIFIES ALTERNATIVES TO INAPPROPRIATE BEHAVIOR	Confuses negative reinforcements with punishment; positively reinforces inappropriate behavior	Does not identify unacceptable behavior; overuses or underuses negative reinforcement	Identifies unacceptable behavior; explains proper behavior; uses negative reinforcement at right times	Provides effective balance of negative reinforcers for inappropriate behavior with clearly stated behavioral alternatives
4. IGNORES ATTENTION—GETTING BEHAVIOR	Does not attempt extinction; pays attention to the smallest distraction	Attempts extinction, but uses facial expressions that contradict extinction	Uses extinction techniques adequately	Makes no visible or audible response to attention-getting behavior; is successful in use of extinction
5. IS SPECIFIC WHEN REINFORCING A BEHAVIOR	Reinforces in general terms so that students are unaware of expected behaviors	Seldom mentions the specific desired behavior; reinforces in general terms	Often clearly reinforces the desired behavior, using specific language and/or cues	Always mentions the specific behavior being reinforced; uses specific language and/or cues effectiely
D. DEMONSTRATES PROFICIENCY IN COUNSELING/GUIDANCE SESSION				
1. DEMONSTRATES SOUND KNOWLEDGE OF SUBJECT OF SESSION	Uses limited knowledge of subject; causes students to become confused	Uses limited knowledge of subject in counseling session	Helps students to acquire basic knowledge in counselling subject	Clearly articulates information so that students acquire improved information

	1	2	3	4
2. RESPONDS KNOWLEDGEABLY TO STUDENTS' QUESTIONS	Cannot answer students' questions	Frequently cannot answer students' questions	Responds knowledgeably to students' questions; admits any lack of knowledge	Responds with depth of knowledge to questions; answers lead to enhanced learning
3. DEMONSTRATES EFFECTIVELY A REPERTORY OF COUNSELING/GUIDANCE SKILLS AND/OR TECHNIQUES	Does not possess a satisfactory repertory of counseling/guidance skills and/or techniques	Possesses a limited repertory of counseling/guidance skills and/or techniques	Possesses an adequate repertory of counseling/guidance skills and/or techniques	Possesses a broad range of counseling/guidance skills and/or techniques
E. DEMONSTRATES PROFICIENCIES IN ORAL/WRITTEN LANGUAGE				
1. PRONOUNCES WORDS CORRECTLY	Pronounces words poorly, causing students to become confused	Pronounces words indistinctly; occasionally pronounces words incorrectly	Pronounces words correctly	Pronounces words distinctly, carefully, and correctly
2. USES GRAMMATICALLY CORRECT ENGLISH	Speaks English at substandard level so that others cannot understand communications and become confused	Frequently makes errors in spoken English	Uses standard, correct grammar in spoken English	Communicates effectively and persuasively so that others understand and respond favorably
3. USES RULES OF SPELLING, PUNCTUATION, AND GRAMMAR IN ALL WRITTEN MATERIALS	Writes at a level that is below professional standards; needs a great deal of work on written English skills; writes illegibly	Frequently make errors in spelling, punctuation, and/or grammar; English skills require improvement; occasionally writes illegibly	Writes competently; seldom makes errors in spelling, punctuation, and/or grammar; consistently writes legibly	Writes effectively and concisely; uses specific, clear vocabulary and follows all rules of spelling, punctuation, and grammar; writes legibly and neatly
III. MANAGEMENT PROFICIENCIES AND PROFESSIONAL CHARACTERISTICS				
A. ADHERES TO TIMELINES AND PROCEDURES				
1. RECORDS GUIDANCE DEPARTMENT INFORMATION FOR TEA ACCREDITATION	Does not record information pertaining to the Guidance Department for TEA accreditation	Records incomplete information for TEA accreditation	Records accurately and files TEA information in the Guidance Department and counselor's office	Records TEA information accurately in the Guidance Department, principal's office, and counselor's files well in advance of accreditation review
2. MAINTAINS A DAILY ACTIVITY LOG	Does not keep an activity log	Maintains activity log that is not current; i.e., reflects a one-week or more recording lapse	Maintains a daily activity log of work with students, parents, and staff	Maintains a daily activity log in a neat and organized manner so that information is easily identifiable

	1	2	3	4
3. COMPLETES AND FILES GUIDANCE DEPARTMENT ANNUAL REPORTS	Never completes annual guidance reports	Frequently does not complete annual guidance reports	Accurately completes annual guidance reports; submits to Guidance Department	Accurately completes annual guidance reports; filed well in advance in Guidance Department
4. USES STANDARD ENGLISH AND PROPER PUNCTUATION IN ALL WRITTEN COMMUNICATION	Writes communications (memoranda, notes to parents, etc.) which are verbose, incomplete, or unclear; writes so that others are confused	Writes communications (memoranda, notes to parents, etc.) in disorganized manner resulting in questions for clarifications; requires improvement in grammar and standard English usage	Writes communications (memoranda, notes to parents, etc.) clearly; uses proper grammar and standard English	Writes communications (memoranda, notes to parents, etc.) effectively and clearly; uses proper grammar and standard English
5. FOLLOWS BUILDING PROCEDURES FOR USE OF PRINTED MATERIALS, AV EQUIPMENT, ETC.	Loses or damages materials; rarely handles materials according to building procedures	Inconsistently handles materials according to building procedures	Consistently handles all materials according to building procedures	Handles all materials according to building procedures and maintains materials carefully
6. COMPLIES WITH BUILDING/DEPARTMENT RULES, REGULATIONS, AND DIRECTIVES	Rarely follows rules and continues to break rules after being corrected	Inconsistently follows rule; unless specifically instructed	Consistently follows rules	Follows rules and helps set standards through positive examples
7. FOLLOWS DISTRICT POLICIES AND PROCEDURES	Rarely follows policies and procedures even after being corrected	Inconsistently follows policies and procedures, and must be reminded to follow them	Consistently follows policies and procedures	Follows policies and procedures and sets standards through example
8. ATTENDS REQUIRED AREA AND DISTRICT INSERVICE MEETINGS	Does not attend required Area/District inservice meetings, or fails to sign in at meetings	Attends required Area/District inservice meetings, but is inattentive and/or uninvolved; leaves early	Attends all required Area/District inservice meetings; absence from a meeting is for a valid reason (illness, death in family, etc.)	Attends all required Area/District inservice meetings; will serve as a presenter when asked; attends optional inservices and tours
9. MEETS HISD ATTENDANCE POLICY	Abuses policy by excessive absences	Requires improvement in attendance; sometimes abuses policy by unnecessary absences	Meets HISD attendance policy; follows procedures correctly when absence is unavoidable; no unexcused absences	Has perfect attendance

B. MAINTAINS STUDENT COUNSELING RECORDS

	1	2	3	4
1. UPDATES COUNSELOR'S RECORDS REGARDING COUNSELING SESSIONS HELD	Does not maintain records	Maintains records that are not up to date and are disorganized	Maintains accurate records that are up-to-date	Maintains neat, organized, accurate student records which are readily accessible in a specified locale; available with no prior notice given
2. PROVIDES AND MAINTAINS COUNSELING REFERRAL FORMS FOR STUDENTS AND STAFF	Does not provide student referral forms	Provides student referral forms only upon request; some forms not on file	Provides and maintains all student referral forms	Ensures that staff receives forms and explanation of use; maintains organized student referral forms; records action taken
C. PLANS AND ENCOURAGES PARENT INVOLVEMENT				
1. HANDLES CONTACTS WITH PARENTS IN A MANNER CONSISTENT WITH DISTRICT POLICIES	Handles contacts with parents in ways that frequently conflict with District policies so that parents register complaints	Handles contacts with parents in ways that occassionally cause conflicts or problems	Consistently handles contacts with parents following district policies	Handles contacts with parents in a manner that reflects well on the District
2. INVOLVES PARENTS IN GUIDANCE-RELATED SCHOOL COMMITTEES	No guidance-related school committees developed	Recognizes the need for school guidance-related committees, but does not initiate development	Bi-annually submits school newsletters to parents informing them of guidance activities and inviting parent participation	Polls parents regarding guidance committee activities they would like to pursue; committees established in regard to need and parental interest
3. MAINTAINS CONFIDENTIALITY CONCERNING INFORMATION ABOUT PUPILS AND THEIR FAMILIES	Misuses information so that others are harmed	Gives information to inappropriate persons	Handles information according to policies and procedures	Handles information in a discreet manner, with proper authorities, so that no one is harmed

	1	2	3	4
4. ASSISTS/ COORDI-NATES PLAN-NING FAIL-SAFE DAYS	Does not assist/plan for Fail-Safe conferences	Gives little directon/assistance to staff regarding Fail-Safe conference days; materials are not dispersed according to District guidelines	Demonstrates knowledge of Fail-Safe planning timetable; assists/ coordinates conference times for building; disperses materials according to District guidelines	Actively involved in Fail-Safe planning; initiates creative development of plans to ensure high attendance; involves students and staff in planning
5. MEETS WITH PARENTS DURING FAIL-SAFE AS WELL AS AT OTHER NEEDED TIMES	Little or no parent contact is conducted; no records are kept on contact	Parent contact is made only after prodding; records of contacts are incomplete	Parent contacts are made when necessary via phone, written contact, or in person; up-to-date contact records are maintained and are accurate	Actively consults with parents regarding school programs, students, and community involvement via phone, in person, or written communication; a record is maintained of contacts
6 CONDUCTS WORKSHOPS/ PROGRAMS FOR PARENTS	Does not conduct workshops or activities for parents	Recognizes the need for parent workshops, programs, or activities; but reluctantly plans or implements workshops	Conducts parent activities, workshops, and/ or programs as needed on a timely basis as required	Actively creates, develops, and implements parent programs, activities, or workshops beyond program requirements
D. DEMONSTRATES POSITIVE INTERPERSONAL RELATIONSHIPS				
1. COOPERATES WITH AND SUPPORTS FACULTY MEMBERS	Tends to be negative when support and cooperation of staff are needed	Gives little cooperation and support to faculty	Cooperates with and supports faculty in a positive manner	Dignifies self by exhibiting cooperation and support of faculty in a productive, positive manner
2. EXHIBITS OVERALL POSITIVE APPROACH	Exhibits unprofessional attitude	Frequently exhibits an unprofessional attitude	Consistently exhibits a professional attitude	Always exhibits a professional, positive attitude
3. DEMON-STRATES SELF-CONTROL	Frequently loses self-control so that others do not know how to respond	Behaves in a manner that reflects badly on HISD	Maintains a controlled manner consistently	Maintains a controlled manner even in crises or stressful situations
4. EN— COURAGES STUDENTS TO BECOME SELF-DISCIPLINED	Does not set appropriate standards; students behave as they desire	Does not enforce appropriate standards; students do not know what is expected	Sets, communicates, and enforces appropriate standards and encourages self-discipline	Positively reinforces good behaviors and sets appropriate standards so that students do what is expected

	1	2	3	4
5. PROMOTES POSITIVE SELF-IMAGE IN STUDENTS	Interacts with students in such a manner that students display embarrassment, shame, or negative responses	Reinforces Inconsistently	Consistently reinforces students so that feel good about themselves	Reinforces students so that students feel good about themselves and develop more self-confidence
6. TREATS STUDENTS CONSIS—TENTLY AND EMPATHICALLLY	Rarely treats students in a consistent or empathetic manner	Sometimes treats students in a consistent and empathetic manner	Treats students in a consistent and empathetic manner	Always treats students in a consistent and empathetic manner so that students feel free to approach the teacher
7. ASSUMES RESPONSIBILITY FOR ASSISTING WITH OVERALL DISCIPLINE OF STUDENTS WITHIN THE SCHOOL	Rarely disciplines students	Inconsistently disciplines students	Consistently disciplines students	Disciplines students effectively by initiating preventive measures
8. PRACTICES GOOD HUMAN RELATIONS SKILLS	Does not recognize the needs and concerns of others; actions and remarks contribute negatively to situations	Recognizes the needs and concerns of others, but deals with others in a tactless ineffective manner	Perceives the needs and concerns of others and tactfully deals with people	Perceives the needs and concerns of others; tactfully and effectively deals with people; takes steps to prevent the development of negative situations
9. IS PUNCTUAL	Rarely arrives on time	Inconsistently arrives on time	Consistently arrives on time	Always arrives on time
10. DEMONSTRATES CONCERN FOR SAFETY AND SECURITY OF STUDENTS	Rarely follows safety and security rules	Inconsistently follows safety and security rules	Consistently follows safety and security rules	Follows safety rules; plans for and takes the initiative to ensure students' security

E. CREATES APPROPRIATE COUNSELING ENVIRONMENT

	1	2	3	4
1. MAINTAINS GOOD HOUSE-KEEPING PROCEDURES	Room is messy and cluttered; trash is on the floor	Room is messy and cluttered	Room is clean and neat; floor is uncluttered;	Room is neat and clean; floor is uncluttered; students are encouraged to follow clinic procedures
2. MAINTAINS APPROPRIATE BULLETIN BOARDS	Bulletin boards, centers, and displays rarely used	Bulletin boards, centers and displays are incomplete and inappropriate	Bulletin boards, centers, and displays are attractive and timely	Bulletin boards, centers, and displays are attractive, and creative
3. MAINTAINS ORDERLY BOOK-SHELVES AND CABINETS	Maintains messy shelves and storage areas; items are out of order so that no one can find materials	Maintains messy shelves and storage cabinets	Shelves and storage cabinets are neat and orderly	Shelves and storage cabinets are neat and orderly, so that anyone can find necessary materials

APPENDIX D
QUALITY ASSURANCE PROGRAM — SECONDARY COUNSELOR
Summary Assessment Report

SECTION I: BASIC INFORMATION AND DATA PRE-/POST-ASSESSMENT

NAME OF COUNSELOR _____ SOCIAL SECURITY NO. _____

GRADE ASSIGNMENT _____ CAMPUS _____

YEARS IN EDUCATION _____ YEARS AS A COUNSELOR _____

NAMES OF ASSESSORS _____

SECTION II: ASSESSMENT INFORMATION AND DATA

1 - Ineffective Performance 2 - Unsatisfactory Performance 3 - Professionally Competent Performance 4 - High Quality Performance

A rating of 1 or 2 requires a statement of justification.

		Pre	Post
I.	Special Counseling Proficiencies		
A.	Places Students in Instructional Programs	1 2 3 4	1 2 3 4
B.	Provides Information to Students According to Their Needs at Each Grade Level	1 2 3 4	1 2 3 4
C.	Conducts Individual Counseling and Group Sessions	1 2 3 4	1 2 3 4
D.	Coordinates/Administers Testing Programs	1 2 3 4	1 2 3 4
II.	Observed Group Counseling Skills/Proficiencies		
A.	Uses Counseling/Guidance Time Effectively	1 2 3 4	1 2 3 4
B.	Motivates Students Successfully	1 2 3 4	1 2 3 4
C.	Increases Productive Student Behavior	1 2 3 4	1 2 3 4
D.	Demonstrates Proficiency in Counseling/Guidance Session	1 2 3 4	1 2 3 4
E.	Demonstrates Proficiencies in Oral/Written Language	1 2 3 4	1 2 3 4
III.	Management Proficiencies and Professional Characteristics		
A.	Adheres to Established Timelines and Procedures	1 2 3 4	1 2 3 4
B.	Maintains Student Counseling Records	1 2 3 4	1 2 3 4
C.	Plans and Encourages Parent Involvement	1 2 3 4	1 2 3 4
D.	Demonstrates Positive Interpersonal Relationships	1 2 3 4	1 2 3 4
E.	Creates Appropriate Counseling Environment	1 2 3 4	1 2 3 4
F.	Participates in Professional Growth Activities	1 2 3 4	1 2 3 4

IV. Proficiency Certification

A. Demonstrates Functional Academic Skills Dates Certified: Reading _____ Writing _____ Math _____

B. Demonstrates Content Area Proficiency Date Certified: _____

SECTION III: SUMMARY CONFERENCE VERIFICATION

PRE-ASSESSMENT CONFERENCE SUMMARY

_____

_____

_____

_____

PRE-ASSESSMENT RATING _____

COMMENTS BY ASSESSEE _____

_____

_____

_____

*Assessee Date

_____

Principal/Assistant Principal Date

_____

Supervisor Date

_____

Area Associate/Deputy Supt. Date

POST-ASSESSMENT CONFERENCE SUMMARY

_____

_____

_____

_____

POST-ASSESSMENT RATING _____

COMMENTS BY ASSESSEE _____

_____

_____

_____

*Assessee Date

_____

Principal/Assistant Principal Date

_____

Supervisor Date

_____

Area Associate/Deputy Supt. Date

*Signature indicates receipt of assessment instrument.

APPENDIX E
QUALITY ASSURANCE PROGRAM — SECONDARY COUNSELOR
Assessment Instrument

NAME OF COUNSELOR _____ SOCIAL SECURITY NO. _____

CAMPUS _____ GRADE ASSIGNMENT _____

PRE-ASSESSMENT DATE _____ POST ASSESSMENT DATE _____

ASSESSORS _____

	Pre	Post
I. SPECIAL COUNSELING PROFICIENCIES		
A. Places Students in Instructional Programs		
1. Records students' occupational interests and career goals	N/A 1 2 3 4	N/A 1 2 3 4
2. Places students in programs based on previous grades, students' abilities/talents, personal preferences, and test results	N/A 1 2 3 4	N/A 1 2 3 4
3. Places students in programs based on appropriate grade level and District requirements	N/A 1 2 3 4	N/A 1 2 3 4
4. Refers students for testing for Magnet, vocational, and special education programs	N/A 1 2 3 4	N/A 1 2 3 4
5. Gives materials concerning programs available at the campus and throughout the District (e.g., Credit by Examination, Magnet Schools, vocational programs, etc.) to students	N/A 1 2 3 4	N/A 1 2 3 4
6. Participates in ARD meetings as required	N/A 1 2 3 4	N/A 1 2 3 4
7. Participates in LPAC meetings as needed	N/A 1 2 3 4	N/A 1 2 3 4
B. Provides Information to Students According to Their Needs at Each Grade Level		
1. Provides orientation programs as needed	N/A 1 2 3 4	N/A 1 2 3 4
2. Makes external and internal agency referral information available	N/A 1 2 3 4	N/A 1 2 3 4
3. Provides students with current career information	N/A 1 2 3 4	N/A 1 2 3 4
4. Makes available materials on pre- and post-graduation opportunities—educational, career, and social themes	N/A 1 2 3 4	N/A 1 2 3 4
C. Conducts Individual and Group Counseling		
1. Makes referral forms available to teachers and students	N/A 1 2 3 4	N/A 1 2 3 4
2. Is available to confer with students and paents when needed	N/A 1 2 3 4	N/A 1 2 3 4
3. Conducts grade level/group sessions	N/A 1 2 3 4	N/A 1 2 3 4
4. Conducts individual (personal, academic, and/or vocational) student conferences	N/A 1 2 3 4	N/A 1 2 3 4
5. Conducts group sessions for students with special needs	N/A 1 2 3 4	N/A 1 2 3 4
6. Conducts group meetings with faculty members as needed	N/A 1 2 3 4	N/A 1 2 3 4
7. Follows up on individual student problems	N/A 1 2 3 4	N/A 1 2 3 4
8. Provides test results interpretation to students, faculty, and parents in group or individual sessions	N/A 1 2 3 4	N/A 1 2 3 4
D. Coordinates/Administers Testing Programs		
1. Receives and returns test materials	N/A 1 2 3 4	N/A 1 2 3 4
2. Conducts inservices on testing/program/instrument	N/A 1 2 3 4	N/A 1 2 3 4
3. Ensures security of test materials	N/A 1 2 3 4	N/A 1 2 3 4
4. Distributes test materials to teachers/administrators of the test	N/A 1 2 3 4	N/A 1 2 3 4
5. Schedules and supervises administration of the test	N/A 1 2 3 4	N/A 1 2 3 4
II. OBSERVED GROUP COUNSELING PROFICIENCIES		
A. Uses Counseling/Guidance Time Effectively		
1. Follows prepared counseling/guidance plan	N/A 1 2 3 4	N/A 1 2 3 4
2. Focuses the students' attention at the beginning of the session	N/A 1 2 3 4	N/A 1 2 3 4
3. Communicates objective of session	N/A 1 2 3 4	N/A 1 2 3 4
4. Uses modeling and/or illustrations	N/A 1 2 3 4	N/A 1 2 3 4
5. Keeps group on task	N/A 1 2 3 4	N/A 1 2 3 4
B. Motivates Students Successfully		
1. Relates counseling/guidance activities to students' interests	N/A 1 2 3 4	N/A 1 2 3 4
2. Encourages involvement of all participants	N/A 1 2 3 4	N/A 1 2 3 4
3. Is non-judgmental about student input	N/A 1 2 3 4	N/A 1 2 3 4
4. Increases or decreases student level of concern	N/A 1 2 3 4	N/A 1 2 3 4
5. Sets pleasant feeling tone	N/A 1 2 3 4	N/A 1 2 3 4
6. Uses appropriate counseling/guidance techniques	N/A 1 2 3 4	N/A 1 2 3 4
C. Increases Productive Student Behavior		
1. Praises students for appropriate behavior	N/A 1 2 3 4	N/A 1 2 3 4
2. Varies praise words	N/A 1 2 3 4	N/A 1 2 3 4
3. Identifies alternatives to inappropraite behaviors	N/A 1 2 3 4	N/A 1 2 3 4
4. Ignores attention-getting behavior	N/A 1 2 3 4	N/A 1 2 3 4
5. Is specific when reinforcing a behavior	N/A 1 2 3 4	N/A 1 2 3 4
D. Demonstrates Proficiency in Counseling/Guidance Sessions		
1. Demonstrates sound knowledge of subject of session	N/A 1 2 3 4	N/A 1 2 3 4
2. Responds knowledgeably to students' questions	N/A 1 2 3 4	N/A 1 2 3 4
3. Demonstrates effectively a repertory of counseling/guideance skills and/or techniques	N/A 1 2 3 4	N/A 1 2 3 4
E. Demonstrates Proficiencies in Oral/Written Language		
1. Pronounces word correctly	N/A 1 2 3 4	N/A 1 2 3 4
2. Uses grammaticaly correct English	N/A 1 2 3 4	N/A 1 2 3 4
3. Uses rules of spelling, punctuation, and grammar in all written materials	N/A 1 2 3 4	N/A 1 2 3 4

APPENDIX E
QUALITY ASSURANCE PROGRAM — SECONDARY COUNSELOR
Assessment Instrument
-2-

	Pre	Post
III. MANAGEMENT PROFICIENCIES AND PROFESSIONAL CHARACTERISTICS		
A. Adheres to Established Timelines and Procedures		
1. Records TEA accreditation data on counselor conferences (Form 44.2240)	N/A 1 2 3 4	N/A 1 2 3 4
2. Writes and Implements Plan of Action for *Directions* according to guidelines	N/A 1 2 3 4	N/A 1 2 3 4
3. Is knowledgeable of guidance/counseling reference materials distributed by the Central Administration (e.g. recommended procedures, semester guidelines, etc.)	N/A 1 2 3 4	N/A 1 2 3 4
4. Meets dealines as established by the Pupil Data Department for scheduling and grade reporting	N/A 1 2 3 4	N/A 1 2 3 4
5. Maintains a calendar schedule of school, and grade reporting	N/A 1 2 3 4	N/A 1 2 3 4
6. Files accurate Guidance Department Annual Reports	N/A 1 2 3 4	N/A 1 2 3 4
7. Follows Fail-Safe guidelines and maintains appropriate records	N/A 1 2 3 4	N/A 1 2 3 4
8. Attends required Area and District inservice meetings	N/A 1 2 3 4	N/A 1 2 3 4
9. Meets HISD attendance policy	N/A 1 2 3 4	N/A 1 2 3 4
B. Maintains Student Counseling Records		
1. Maintains alphabetical listing (cards or computer lists) of students	N/A 1 2 3 4	N/A 1 2 3 4
2. Maintains four-year plans	N/A 1 2 3 4	N/A 1 2 3 4
3. Maintains testing information and competency test scores for each student	N/A 1 2 3 4	N/A 1 2 3 4
4. Records/files required bilingual forms	N/A 1 2 3 4	N/A 1 2 3 4
5. Maintains and uses a file of current student report cards	N/A 1 2 3 4	N/A 1 2 3 4
6. Maintains confidentiality	N/A 1 2 3 4	N/A 1 2 3 4
C. Plans and Encourages Parent Involvement		
1. Assists with or plans Fail-Safe conference days	N/A 1 2 3 4	N/A 1 2 3 4
2. Involves parents in guidance-related school committees/activities/individual student needs	N/A 1 2 3 4	N/A 1 2 3 4
3. Provides orientation sessions for parents during Fail-Safe	N/A 1 2 3 4	N/A 1 2 3 4
4. Provides college day/night, career day/night, and financial aid workshops	N/A 1 2 3 4	N/A 1 2 3 4
D. Demonstrates Positive Interpersonal Relationships		
1. Cooperates with and supports faculty members	N/A 1 2 3 4	N/A 1 2 3 4
2. Demonstrates self-control and exhibits overall positive approach	N/A 1 2 3 4	N/A 1 2 3 4
3. Assists with overall behavior of students by encouraging them to become self-desciplined	N/A 1 2 3 4	N/A 1 2 3 4
4. Promotes positive self-image in students	N/A 1 2 3 4	N/A 1 2 3 4
5. Treats students consistently and empathically	N/A 1 2 3 4	N/A 1 2 3 4
6. Practices good human relations skills	N/A 1 2 3 4	N/A 1 2 3 4
7. Is punctual	N/A 1 2 3 4	N/A 1 2 3 4
E. Creates Appropriate Counseling Environment		
1. Maintains good housekeeping procedures	N/A 1 2 3 4	N/A 1 2 3 4
2. Maintains bulletin boards/interest centers/reference materials	N/A 1 2 3 4	N/A 1 2 3 4
3. Maintains orderly bookshelves and cabinets	N/A 1 2 3 4	N/A 1 2 3 4
4. Maintains a private and confidential atmosphere	N/A 1 2 3 4	N/A 1 2 3 4

COMMENTS _____

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PRE-ASSESSMENT

_____
Counselor

ASSESSORS:

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POST-ASSESSMENT

_____
Counselor

ASSESSORS:

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APPENDIX F
EXPLANATION OF SUMMARY ASSESSMENT RATINGS FOR PROFICIENCIES ON THE SUMMARY ASSESSMENT RECORD

Rating Number	Rating Notation	Explanation
4	High Quality Performance	Demonstrates, by exemplary actions, high level performance in accomplishing proficiencies and position requirements
3	Professionally Competent	Meets expectations for stated proficiencies and satisfies position requirements
2	Unsatisfactory Performance	Does not meet expectations for stated proficiencies; performance requires improvement
1	Ineffective Performance	Performs below an acceptable level for stated proficiencies; no significant improvement in performance has occurred.

EXPLANATIONS OF RATINGS FOR PROFICIENCY ELEMENTS ON THE SECONDARY COUNSELOR ASSESSMENT INSTRUMENT

I. SPECIAL COUNSELING PROFICIENCIES

A. PLACES STUDENTS IN INSTRUCTIONAL PROGRAMS

	1	2	3	4
1. RECORDS STUDENTS' OCCUPATIONAL INTERESTS AND CAREER GOALS	Does not record students' occupational interests or career goals	Randomly records students' occupational interests/career goals	Records students' occupational interests/career goal on four-year plan or in cumulative file; has them available for reference	Records, updates, and includes students' interests/career goals along with educational plan on four-year plan in each counseling conference
2. PLACES STUDENTS IN PROGRAMS BASED ON PREVIOUS GRADES, STUDENT'S ABILITIES/ TALENTS, PERSONAL PREFERENCES,AND TEST RESULTS	No regard given to grades, test results, etc.; student may be in wrong class or in one for which he/she has no foundation and/or ability	Has previous grades and test results available; is too directive or too lackadaisical in use of information in student placement	Uses grades and test results as well as information on student's abilities/talents in choosing appropriate educational programs	Has previous grades and test results; uses this information and student's abilities/-talents in course planning/program placement conferences to help student make appropriate educational plans
3. PLACES STUDENTS IN PROGRAMS BASED ON APPROPRIATE GRADE LEVEL AND DISTRICT REQUIREMENTS	Exhibits no evidence or regard for grade level/accreditation placement; has a number of students in courses/ programs for which they do not quality and for which they may not receive credit	Asks students to be certain that the courses they are taking are on correct grade level; provides minimal assistance in helping them make this determination	Shows students which courses are not appropriate for their grade level; sees that, initially, the students have listed correct courses on choice sheet and/or four-year plan	Informs students of grade placement requirements in their course planning; checks to see that students are in courses/programs which are on correct grade/placement level according to TEA and District policies

	1	2	3	4
4. REFERS STUDENTS FOR TESTING FOR MAGNET, VOCA— TIONAL, AND/ OR SPECIAL EDUCATION PROGRAMS	Does not refer students for testing for Magnet, vocational, and/or special education programs	Rarely refers students for testing for Magnet, vocational, and/or special education programs	Consistently refers students for testing for Magnet, vocational, and/or special education programs	Seeks students who may profit from testing for Magnet, vocational, and/or special education programs
5. GIVES MATERIALS CONCERNING PROGRAMS AVAILABLE AT THE CAMPUS AND THROUGH-OUT THE DISTRICT (e.g., Credit by Examination, Magnet Schools, vocational programs, etc.) TOSTUDENTS	Does not disperse materials and/or refer students for testing for specialized programs	Has information available about specialized programs; makes no effort to direct any student to these programs	Informs students, as appropriate, of specialized programs; assists students in arranging testing for entry to a given program	Informs students/ parents of specialized programs and actively recruits for these programs; assists them in setting up appointments with appropriate contact person and/or for testing needed to enter a given program
6. PARTICIPATES IN ARD MEETINGS AS REQUIRED	Does not attend ARD meetings	Attends ARD meetings, but does not participate	Attends ARD meetings, and contributes information as needed	Attends ARD meetings, contributes information, and follows up
7. PARTICI-PATES IN LPAC MEETINGS AS REQUIRED	Does not attend LPAC meetings	Will attend LPAC meetings reluctantly; volunteers/contributes very little information at meetings	Attends assigned LPAC meetings; is prepared to participate in a professional manner	Accepts full responsibility for attending LPAC meetings as needed; initiates LPAC meeting, when appropriate, for a student with special needs; thoroughly prepares information/materials for meetings
B. PROVIDES INFORMATION TO STUDENTS ACCORDING TO THEIR NEEDS AT EACH GRADE LEVEL				
1. PROVIDES ORIENTATION PROGRAMS AS NEEDED	Does not initiate or assist in providing needed orientation programs	Not involved in planning and/or carrying out needed orientation programs, but may participate or answer questions if asked	Works with sponsoring clubs, etc., to see that orientation programs are provided as needed; is involved in the orientation program itself	Initiates and/or works in a leadership role with other faculty members to provide orientation programs as needed; visits students in feeder schools to orient them; sponsors or assists in preparing invitations to orientation programs

	1	2	3	4
2. MAKES EXTERNAL AGENCY REFERRAL INFORMATION AVAILABLE	Does not know where information is and cannot answer questions about external/internal agency referral	Has information on external/internal agency referral; does not utilize it well	Has external/internal agency referral information; can make appropriate referrals as needed	Has external/internal agency referral information readily available; works with appropriate support service person(s) to make best possible referrals; also initiates referrals when appropriate
3. PROVIDES STUDENTS WITH CURRENT CAREER INFORMATION	Does not provide students with current career information	Provides students only limited and/or dated information	Presents current information in both individual/small group conferences and through *Directions* guidance lessons	Through individual and/or small group conferences, presents to students the range of options available to them careerwise; sources such as *Occupational Outlook Handbook*, college catalogs, and vocational school information are used to show students career options and opportunities; *Directions* lessons are used to provide students with career information
4. MAKES AVAILABLE MATERIALS ON PRE-AND POST-GRADUATION	Does not provide students with materials	Provides students with limited materials	Presents current college information individually, in small groups, and through *Directions* program; reference materials are available for student use	Presents current college information and distributes materials promptly; initiates and schedules visits by college representatives; instsructs students in use of Guidance information System (GIS) where available
C. CONDUCTS INDIVIDUAL COUNSELING AND GROUP GUIDANCE SESSIONS				
1. MAKES REFERRAL FORMS AVAILABLE TO TEACHERS AND STUDENTS	No referral forms are used	Referral forms are available upon request, but are rarely used	Referral forms are in use; distributed through teachers and are available for teachers and students	Referral forms are in use; distributed through teachers for their and/or students' use; forms are available in counseor's office; explains and encourages the use of the forms

	1	2	3	4
2. IS AVAILABLE TO CONFER WITH STUDENTS AND PARENTS WHEN NEEDED	Is rarely available	Is sometimes available; often too busy for conference	Available when needed, with very few exceptions	Available when needed; answers questions on a drop-in basis; if other duties make lengthy conference impossible at the moment, the counselor sets an appointment with the student/-parents for the soonest possible time
3. CONDUCTS GRADE LEVEL/ GROUP SESSIONS	No group guidance sessions held during the school year	Some group guidance sessions held during the school year	Group guidance sessions are held as needed during the school year	Meets individually with each homeroom in grade level; well-planned group guidance sessions are held during the school year as needed
4. CONDUCTS INDIVIDUAL (PERSONAL, ACADEMIC, AND/OR VOCATIONAL) STUDENT CONFERENCES	Holds very few or no individual student conferences	Holds individual conferences only for students with exceptional academic/personal needs; disseminates most academic/vocational information through homeroom teacher/guidance advisor	Honors all student-initiated requests for individual personal, academic, and/or vocational conferences, while all students are informed through small group sessions	Holds individual, counselor-initiated conferences at least once a year with each student in assigned group to discuss academic/vocational plans; additionally, a student or a parent may request, at any time, a conference about personal matters and/or academic, educational, or career plans
5. CONDUCTS GROUP SESSIONS FOR STUDENTS WITH SPECIAL NEEDS	Holds no group guidance sessions for students with special needs	Holds at least one type of group guidance sessions for students with special needs	Holds more than one type of group guidance sessions for students with special needs (e.g., small group for students with poor grades)	Initiates group guidance sessions for students with special needs; uses other support service personnel such as area psychologist
6. CONDUCTS GROUP MEETINGS WITH FACULTY MEMBERS AS NEEDED	Holds no group meetings with faculty members	Holds some group meetings with faculty members, but not well planned or organized	Holds group meetings with faculty members as needed to give instructions for items such as group testing, registering for classes, etc.	Holds several meetings with faculty members; informs them about their roles in *Directions*, Fail-Safe, Districtwide testing, etc.

	1	2	3	4
7. FOLLOWS UP ON INDIVIDUAL STUDENT PROBLEMS	Little or no followup of individual student problems	Follows up individual student problems, but not on a regular basis	Consistently follows up counselor conferences with a student identified as having a problem; attempts to check with the student to see whether or not the problem is being/has been resolved	Always folllows up; once a student has been referred as having a problem, counselor confers with the student and checks regularly on whether or not the problem has been/is being resolved; student is encouraged to see counselor again
8. PROVIDES TEST RESULTS INTERPERTATION TO STUDENTS, FACULTY, AND PARENTS IN GROUP OR INDIVIDUAL SESSIONS	No attempt at interpretation made; even on request for information, counselor may seem unwilling and/or unable to provide interpretation of test results	Provides written interpretation of test results to students and faculty in group sessions; information provided may not be clear	Provides interpretation of test results to students, parents, and faculty in group or in individual sessions	Provides interpretation of test results to students through *Directions* guidance lessons and through other means as appropriate; provides parents and faculty with interpretation of test results in individual or in group sessions; provides prescriptions upon request
D. COORDINATES/ADMINISTERS TESTING PROGRAMS				
1. RECEIVES AND RETURNS TEST MATERIALS	Does not accept responsibility for punctual receipt and return of test materials	Receives and returns test materials in a lackadaisical manner	Receives and returns test materials on time and as expected	Receives and returns test materials on time, organized, and in an orderly fashion
2. CONDUCTS INSERVICES ON TESTING PROGRAM/ INSTRUMENT	Does not take initiative to conduct inservices	Conducts inservices as requested	Conducts inservices in a timely and interesting manner	Initiates and conducts interesting inservice sessions which reflect creative thinking and planning; rated high by participants
3. ENSURES SECURITY OF TEST MATERIALS	Des not take proper steps to ensure security of the test materials; all tests not returned	Takes steps to ensure security of the test materials; however, one or more tests not returned	Takes steps to ensure security of the test materials; all are returned	Takes exceptional precaution to ensure security of the test materials; returns all tests with an accurate accounting
4. DISTRIBUTES TEST MATERIALS TO TEACHERS/ ADMINIS— TRATORS OF THE TEST	Fails to distribute test materials to teachers/ administrators	Fails to distribute test materials to teachers/ administrators in a timely manner	Distributes test materials to teachers/administrators in an orderly manner	Distributes test materials to teachers/administrators in an orderly manner for testing preparation

	1	2	3	4
5. SCHEDULES AND SUPERVISES ADMINISTRATION OF THE TEST	Fails to prepare an adequate schedule and provide supervision for the administration of the test	Provides schedule and supervises administration of the test, yet problems occur with implementation	Provides schedule and supervises administration of test as expected	Designs schedule for minimum disruption of classes and maximum performance of students; takes initiative to assure smooth test administration
II. OBSERVED GROUP COUNSELING SKILLS/PROFICIENCIES				
A. USES COUNSELING/GUIDANCE TIME EFFECTIVELY				
1. PREPARES AND FOLLOWS GUIDANCE PLAN	Fails to prepare or follow counseling/guidance plan	Follows prepared counseling/guidance plan with some exceptions	Follows prepared counseling/guidance plan as written	Follows prepared counseling/guidance plan in a creative manner
2. FOCUSES THE STUDENTS' ATTENTION AT THE BEGINNING OF THE SESSION	Does not attempt to focus (engage) students' attention at the beginning of the session; prefaces session with insufficient focusing remarks; misjudges students' needs for focusing	Attempts to focus students' attention, but remarks are trite and unrelated to the session's objectives	Focuses students' attention effectively; relates remarks to session's objectives	Focuses attention in an interesting, motivating way; uses unique questions, remarks, or activities to gain attention; keeps students' interest levels high
3. COMMUNICATES OBJECTIVES OF SESSION	Does not state objective and purpose; some students do not know why they are in session	Is vague in stating objective/purpose; appears to be unsure of session's objective/purpose him/herself	States a definite objective/purpose for the session	States an achievable objective and reasonable purpose for the session; relates the objective to student needs
4. USES MODELING AND/OR ILLUSTRATIONS	Does not use modeling or illustrations, or uses incorrect modeling and/or illustrations	Uses insufficient or irrelevant modeling and/or illustrations	Uses good modeling techniques and illustrations to help students understand behaviors necessary to reach objectives	Uses effective, interesting, creative modeling and illustrations to help students achieve the behaviors necessary to reach objectives
5. KEEPS GROUP ON TASK	Fails to keep group on task	Attempts to keep group on task, but is unable to be totally successful	Keeps group on task with acceptable results	Keeps group on task exceptionally well; success is observable in end results
B. MOTIVATES STUDENTS SUCCESSFULLY				
1. RELATES COUNSELING/ GUIDANCE ACTIVITIES TO STUDENTS' INTERESTS	Relates few activities to students' interests	Relates some activities to students' interests; stimulates some students	Designs and plans activities related to the interests of most students	Designs and plans activities that reflect students' interests and needs; stimulates students to become involved; uses individuals' interests to promote group interests

2. ENCOURAGES INVOLVEMENT OF ALL PARTICIPANTS	Involves only a few students; the majority of the students are passive or involved in other tasks	Involves some of the students; others are passive or doing work unrelated to the session	Involves a majority of students in the activity	Involves all students in the learning activity; students appear to be eager to learn
3. IS NON-JUDGMENTAL ABOUT STUDENT INPUT	Makes unfounded judgments related to students' input	Is non-judgmental about student input most of the time; however, relies on personal judgment in some cases	Is non-judgmental on all occasions, as related to student input	Is non-judgmental on all occasions, as it relates to student input; uses students' input in a meaningful manner
4. INCREASES OR DECREASES STUDENT LEVEL OF CONCERN	Makes no attempt to alter level of concern when needed, or uses incorrect level of concern	Drastically alters level of concern, or does not adjust level of concern as needed	Adjust level of concern so that students work hard without being frustrated	Adjusts level of concern to meet students' needs
5. SETS PLEASANT FEELING TONE	Fails to set a pleasant feeling tone	Uses pleasant feeling tone inappropriately; overuses negative tones; lacks commitment, excitement	Adjusts pleasant and negative tones appropriately	Blends effective feeling tones for a productive positive atmospher
6. USES APPROPRIATE COUNSELING/ GUIDANCE TECHNIQUES	Does not use appropriate counseling/guidance techniques	Inconsistently uses appropriate counseling/ guidance techniques	Consistently uses appropriate counseling/guidance techniques	Consistently uses appropriate counseling/ guidance techniques; develops new, creative procedures as needed
C. INCREASES PRODUCTIVE STUDENT BEHAVIOR				
1. PRAISES STUDENTS FOR APPROPRIATE BEHAVIOR	Does not use reinforcement	Uses general reinforcers; chooses an inappropriate reinforcer for the group/student	Varies reinforcers used within the counseling lesson	Determines appropriate reinforcer for each student
2. VARIES PRAISE	Uses no praise words	Uses the same praise word throughout the lesson	Uses several different praise words	Uses many different praise words and behaviors; uses varied, appropriate methods of praise

	1	2	3	4
3. IDENTIFIES ALTERNATIVES TO INAPPROPRIATE BEHAVIORS	Confuses negative reinforcements with punishment; positively reinforces inappropriate behavior	Does not identify unacceptable behavior; overuses or underuses negative reinforcement	Identifies unacceptable behavior; explains proper behavior; uses negative reinforcement at right times	Provides effective balance of negative reinforcers for inappropriate behavior with clearly stated behavioral alternatives
4. IGNORES ATTENTION-GETTING BEHAVIOR (EXTINCTION)	Does not attempt extinction; pays attention to the smallest distraction	Attempts extinction, but uses facial expressions that contradict extinction	Uses extinction techniques adequately	Makes no visible or audible response to attention-getting behavior; is successful in use of extinction
5. IS SPECIFIC WHEN REINFORCING A BEHAVIOR	Reinforces in general terms so that students are unaware of expected behaviors	Seldom mentions the specific desired behavior; reinforces in general terms	Often clearly reinforces the desired behavior, using specific language and/or cues	Always mentions the specific behavior being reinforced; uses specific language and/or cues effectively
D. DEMONSTRATES PROFICIENCY IN COUNSELING/GUIDANCE SESSION				
1. DEMONSTRATES SOUND KNOWLEDGE OF SUBJECT OF SESSION	Uses limited knowledge of subject; causes students to become confused	Uses limited knowledge of subject in counseling session	Helps students to acquire basic knowledge in counseling subject	Clearly articulates information so that students acquire improved information
2. RESPONDS KNOWLEDGEABLY TO STUDENTS' QUESTIONS	Cannot answer students' questions	Frequently cannot answer students' questions	Responds knowledgeably to students' questions; admits any lack of knowledge	Responds with depth of knowledge to questions; the answers lead to enhanced learning
3. DEMONSTRATES EFFECTIVELY A REPERTORY OF COUNSELING/ GUIDANCE SKILLS AND/OR TECHNIQUES	Does not possess a satisfactory repertory of counseling/guidance skills and/or techniques	Possesses a limited repertory of counseling/guidance skills and/or techniques	Possesses an adequate repertory of counseling/guidance skills and/or techniques	Possesses a broad range of counseling/-guidance skills and/or techniques
E. DEMONSTRATES PROFICIENCIES IN ORAL/WRITTEN LANGUAGE				
1. PRONOUNCES WORDS CORRECTLY	Pronounces words poorly, causing students to become confused	Pronounces words indistinctly; occasionally pronounces words incorrectly	Pronounces words correctly	Pronounces words distinctly, carefully, and correctly
2. USES GRAMMATICALLY CORRECT ENGLISH	Speaks English at substandard level so that others cannot understand communications and become confused	Frequently makes errors in spoken English	Uses standard, correct grammar in spoken English	Communicates effectively and persuasively so that others understand and respond favorably

	1	2	3	4
3. USES RULES OF SPELLING, PUNCTUATION, AND GRAMMAR IN ALL WRITTEN MATERIALS	Writes at a level that is below professional standards; needs a great deal of work on written English skills; writes illegibly	Frequently makes errors in spelling, punctuation, and/or grammar; English skills require improvement; occasionally writes illegibly	Writes competently; seldom makes errors in spelling, punctuation, and/or grammar; consistently writes legibly	Writes effectively and concisely; uses specific, clear vocabulary and follows all rules of spelling, punctuation, and grammar; writes legibly and neatly

III. MANAGEMENT PROFICIENCIES AND PROFESSIONAL CHARACTERISTICS

A. ADHERES TO TIMELINES AND PROCEDURES

1. RECORDS TEA ACCREDITATION DATA ON COUNSELOR CONFERENCES (Form 44.2240)	Does not keep record of counselor conferences on form 44.2240	Keeps some records on form 44.2240; sporadic entries are made by students themselves	Attempts to keep a record of all conferences on form 44.2240; misses a few	Keeps a record of all counselor conferences on form 44.2240; misses very few; enters most data
2. WRITES AND IMPLEMENTS PLAN OF ACTION FOR *DIRECTIONS* ACCORDING TO GUIDELINES	No plan evident; lessons are presented in irregular, unorganized, last minute fashion	Incomplete plan of action	The plan of action written for semester or year; choice of lessons tailored to needs of group; guidance advisors given advance notice of lessons	The plan of action written for semester or year; teacher/guidance advisors given time to plan lessons; sufficient materials ready for advisors; lessons appropriate to needs of students; feedback sought from students and teachers
3. IS KNOWLEDGEABLE OF GUIDANCE/ COUNSELING REFERENCE MATERIALS DISTRIBUTED BY THE CENTRAL ADMINISTRATION (e.g., Recommended Procedures, Semester Guidelines)	Is unfamiliar with guidance/counseling reference materials distributed by the Central Administration	Has guidance/counseling reference materials on hand; is vaguely familiar with their contents	Is knowledgeable of guidance/ counseling reference materials from the Central Administration; locates answers in these materials	Uses the information in the guidance/counseling reference materials regularly in counseling assignments; well-versed on policies, procedures, guidelines, and general information contained in these reference materials
4. MEETS DEADLINES AS ESTABLISHED BY THE PUPIL DATA DEPARTMENT FOR SCHEDULING AND GRADE REPORTING	Often does not meet deadlines; materials are incomplete, incorrect, or messy	Occasionally does not meet deadlines; materials submitted contain several errors	Meets all deadlines; materials are clean and contain minimal errors	Meets all data processing deadlines; materials very clean

	1	2	3	4
5. MAINTAINS A CALENDAR SCHEDULE OF SCHOOL, COUNSELOR, AND TEACHER ACTIVITIES	Maintains no calendar	Maintains the calendar, but not consistently; some conflicts among events result	Maintains calendar; enters planned events consistently on school's master calendar; only occasional conflicts among events occur	Maintains calendar and cross-checks with school's master calendar of events; rarely a conflict among events
6. FILES ACCURATE GUIDANCE DEPARTMENT ANNUAL REPORTS	Reports not accurate and/or late more than once; some reports not filed	Reports filed, but sometimes late and/or incomplete	Accurate reports filed on time	Accurate, neat reports filed on or before due date; whenever appropriate, meaningful suggestions or comments made
7. FAIL-SAFE GUIDELINES ARE FOLLOWED AND APPROPRIATE RECORDS ARE MAINTAINED	Fail-Safe guidelines and/or timelines not followed; appropriate forms/records not in evidence	Fail-Safe guidelines and/or timelines haphazardly followed; incomplete records maintained	Appropriate records maintained for Fail-Safe; all guidelines and timelines followed accurately	All Fail-Safe guidelines and timelines followed and well documented; creative planning results in increased parent participation
8. ATTENDS REQUIRED AREA AND DISTRICT INSERVICE MEETINGS	Does not attend required Area/District inservice meetings, or fails to sign in at meetings	Attends required Area/District inservice meetings, but is inattentive and/or uninvolved; leaves early	Attends all required Area/District inservice meetings; absence from a meeting is for a valid reason (illness, death in family, etc.)	Attends all required Area/District inservice meetings; asks questions and contributes to discussion; will serve as a presenter when asked; attends optional inservices and tours
9. MEETS HISD ATTENDANCE POLICY	Abuses policy by excessive absences	Requires improvement in attendance; sometimes abuses policy by unnecessary absences	Meets HISD attendance policy; follows procedures correctly when absence is unavoidable; no unexcused absences	Has perfect attendance
B. MAINTAINS STUDENT COUNSELING RECORDS				
1. MAINTAINS ALPHABETICAL LISTING (CARDS OR COMPUTER LISTING) OF STUDENTS	Students' class schedules not in order and/or not accurate	Students' class schedules not in alphabetical order; some missing; and some not accurately reflecting a student's current schedule	Students' class schedules in alphabetical order; very few schedules missing; very few contain inaccuracies	Students' class schedules in alphabetical order; missing or out of alphabetical order cards/entries are rare; student schedules are current

	1	2	3	4
2. MAINTAINS FOUR-YEAR PLANS	Four-year plans generally not kept; or, if kept, do not show grades to date and/or do not have a current projection of courses	Four-year plans kept, but several do not show grades and/or current projection of courses; a number of plans are missing	Four-year plans reflect grades to date and current projection of courses with few omissions or inaccuracies	Nest and legible four-year plans reflect current projection of courses; errors are rare; the only plans missing are those for new students for whom records are not yet available
3. MAINTAINS TESTING INFORMATION AND COMPETENCY SCORES FOR EACH STUDENT	Test information not posted, or labels misplaced	Test information not current; a number of scores not chronological in many cases	Test information current and reasonably organized chronologically for each student; only a few scores missing or out of chronological order	Test information current and chronologically organized for each student; scores neatly arranged
4. RECORDS/ FILES REQUIRED BILINGUAL FORMS	Required bilingual forms not recorded/ filed; many so incomplete as to be useless	Required bilingual forms recorded/filed, but incomplete, inaccurate, or poorly organized in many instances	Required bilingual forms recorded/filed for each student; very little bilingual information missing from records/files	Required bilingual forms recorded/filed for each student; ESL files clearly marked and related forms easily accessible in files
5. MAINTAINS AND USES A FILE OF CURRENT STUDENT REPORT CARDS	Current report cards not available	Current report cards available, but not in usable order	Current report cards available and in order	Current report cards available and in order for quick reference and use
6 MAINTAINS CONFIDENTIALITY	Misuses information so that others are harmed	Gives information to inappropriate person	Handles information in a discreet manner, with proper authorities, so that no one is harmed	Handles information according to policies and procedures
C. PLANS AND ENCOURAGES PARENT INVOLVEMENT				
1. ASSISTS WITH OR PLANS FAIL-SAFE CONFERENCE DAYS	Is not knowledgeable of and/or does not plan for Fail-Safe days	Knows dates of, but makes few plans for Fail-Safe conference days	Is knowledgeable of and plans for fail-safe conference days	Is knowledgeable of and plans for fail-safe conference days in such a manner that all personnel, including self, are involved with parents
2. INVOLVES PARENTS IN GUIDANCE—RELATED SCHOOL COMMITTES/ ACTIVITIES/ INDIVIDUAL STUDENT NEEDS	No effort made to involve parents in guidance-related school committees/activities	Some effort made to involve parents in guidance-related school committees/activities	Concerted effort made to involve parents in guidance-related school committees/activities; some parent participation is evident	Evidence indicates that parents frequently involved in guidance-related school committees/activities as a result of the counselor's effort

	1	2	3	4
3. PROVIDES INFORMATIONAL SESSIONS FOR PARENTS DURING FAIL-SAFE	Does not initiate or assist in providing programs for parents and students	Not involved in planning and/or carrying out programs, but may participate if asked	Provides sessions held for parents and students at appropriate times; involved in advisory and/or participatory role	Initiates or works with other staff members/ sponsoring groups to conduct sessions for parents and students at appropriate times; sponsors or assists in mail-out or other forms of invitations/promotion
4. PROVIDES COLLEGE DAY/NIGHT, CAREER DAY/NIGHT, AND FINANCIAL AID WORKSHOPS	No college day/night, career day/night, or financial aid workshops	Some effort made to provide college day/ night, career day/night, or financial aid workshops but minimal effort yields unproductive sessions	Holds college day/night, career day/night, or financial aid workshops as needed; involved in advisory and/or participatory role as needed	Initiates or takes leadership role in planning and implementation of college day/night, career day/night, or financial aid workshops
D. DEMONSTRATES POSITIVE INTERPERSONAL RELATIONSHIPS				
1. COOPERATES WITH AND SUPPORTS FACULTY MEMBERS	Does not cooperate with and support faculty members; has negative influence on professional environment	Somewhat cooperative with and supportive of faculty members; not consistently cooperative/ supportive	Cooperates with and supports faculty members; is rarely negative	Very cooperative with and supportive of faculty members; consistent positive approach lends harmony to professional climate of school
1. DEMONSTRATES SELF-CONTROL AND EXHIBITS OVERALL POSITIVE APPROACH	Often loses control of self and/or exhibits negative approach	Demonstrates some self-control; sometimes negative in approach; inconsistent behavior leaves others wondering what to expect	Demonstrates self-control and exhibits overall positive approach; rarely loses self-control or exhibits negative behavior	Consistently demonstrates self-control and exhibits overall positive approach which elicits positive response from others
3. ASSISTS WITH OVERALL BEHAVIOR OF STUDENTS BY ENCOURAGING THEM TO BECOME SELF-DISCIPLINED	Does not encourage students to become self-disciplined	Makes limited effort to encourage self-discipline in students	Encourages student to become self-disciplined	Makes extra effort to encourage self-discipline in student

	1	2	3	4
4. PROMOTES POSITIVE SELF-IMAGE IN STUDENTS	Interacts with students in a manner so that students display embarrassment, shame, or negative responses	Reinforces inconsistently	Consistently reinforces students so that students feel good about themselves	Reinforces students so that students feel good about themselves and develop more self-confidence
5. TREATS STUDENTS CONSISTENTLY AND EMPATHETICALLY	Rarely treats students in a consistent or empathetic manner	Sometimes treats students in a consistent or empathetic manner	Treats students in a consistent or empathetic manner	Always treats students in a consistent or empathetic manner so that students feel free to approach the counselor
6. PRACTICES GOOD HUMAN RELATIONS SKILLS	Does not recognize the needs and concerns of others; actions and remarks contribute negatively to situations	Recognizes the needs and concerns of others, but deals with others in a tactless, ineffective manner	Perceives the needs and concerns of others and tactfully deals with people	Perceives the needs and concerns of others; tactfully and effectively deals with people; takes steps to prevent the development of negative situations
7. IS PUNCTUAL	Rarely arrives on time	Inconsistently arrives on time	Consistently arrives on time	Always arrives on time
E. CREATES APPROPRIATE COUNSELING ENVIRONMENT				
1. MAINTAINS GOOD HOUSEKEEPING	Maintains a work area that is unrecognizable as a counselor's office	Maintains a dreary office atmosphere; no apparent effort is made to make it refreshing and welcoming; no materials are available	Maintains a welcoming and cheerful office atmosphere	Maintains a bright, neat, organized, and colorful office; reference materials (for checking out) are cataloged; the atmosphere is very welcoming
2. MAINTAINS BULLETIN BOARDS/ INTEREST CENTERS/ REFERENCE MATERIALS	Bulletin boards, centers, and displays are rarely used	Bulletin boards, centers, and displays are incomplete and inappropriate	Bulletin boards, centers and displays are attractive and timely	Bulletin boards, centers, and displays are attractive, timely, and creative
3. MAINTAINS ORDERLY BOOKSHELVES AND CABINETS	Maintains messy shelves and storage areas; items are out of order so that no one can find materials	Maintains messy shelves and storage areas	Shelves and storage areas are neat and orderly	Shelves and storage areas are neat and orderly, so that anyone can find necessary materials
4. MAINTAINS A PRIVATE AND CONFIDENTIAL ATMOSPHERE	Does not maintain confidentiality concerning information of personal conferences	Gives evidence efforts to maintain confidentiality of information from personal conferences, but frequently is unsuccessful	Maintains confidentiality concerning information of personal conferences	Maintains very professional level of confidentiality concerning information of personal conferences

APPENDIX G
GROUP COUNSELING/GUIDANCE OBSERVATION INSTRUMENT

NAME _____ CAMPUS _____

GROUP/TOPIC _____ PLAN AVAILABLE? YES NO

NUMBER IN GROUP _____ OBSERVER _____ TIME IN: _____ TIME OUT: _____

PRE _____ POST _____ ASSESSMENT DATE _____

N/O = Not Observed N/A = Not Appropriate

II. Observed Group Counseling Skills/Proficiencies

A. Uses Counseling/Guidance Time Effectively						
1. Follows prepared counseling/guidance plan	N/O	N/A	1	2	3	4
2. Focuses the students' attention at the beginning of the session	N/O	N/A	1	2	3	4
3. Communicates objective of session	N/O	N/A	1	2	3	4
4. Uses modeling and/or illustrations	N/O	N/A	1	2	3	4
5. Keeps group on task	N/O	N/A	1	2	3	4
B. Motivates Students Successfully						
1. Relates counseling/guidance activities to students' interests	N/O	N/A	1	2	3	4
2. Encourages involvement of all participants	N/O	N/A	1	2	3	4
3. Is non-judgmental about student input	N/O	N/A	1	2	3	4
4. Increases or decreases student level of concern	N/O	N/A	1	2	3	4
5. Sets pleasant feeling tone	N/O	N/A	1	2	3	4
6. Uses appropriate counseling/guidance techniques	N/O	N/A	1	2	3	4
C. Increases Productive Student Behavior						
1. Praises students for appropriate behavior	N/O	N/A	1	2	3	4
2. Varies praise words	N/O	N/A	1	2	3	4
3. Identifies alternatives to inappropriate behaviors	N/O	N/A	1	2	3	4
4. Ignores attention-getting behavior	N/O	N/A	1	2	3	4
5. Is specific when reinforcing a behavior	N/O	N/A	1	2	3	4
D. Demonstrates Proficiency in Counseling/Guidance Session						
1. Demonstrates sound knowledge of subject of session	N/O	N/A	1	2	3	4
2. Responds knowledgeably to students' questions	N/O	N/A	1	2	3	4
3. Demonstrates effectively a repertory of counseling/guidance skills and/or techniques	N/O	N/A	1	2	3	4
E. Demonstrates Proficiencies in Oral/Written Language						
1. Pronounces words correctly	N/O	N/A	1	2	3	4
2. Uses grammatically correct English	N/O	N/A	1	2	3	4
3. Uses rules of spelling, punctuation, and grammar in all written materials	N/O	N/A	1	2	3	4

COUNSELOR _____ DATE _____

OBSERVER _____ DATE _____

APPENDIX H

MEMORANDUM

Date:

To: Mr./Mrs. _____

From: Mr./Mrs. _____

Re: Assessment Performance

As stipulated in the Quality Assurance Program, I am notifying you that you will be assessed during the 198___ - 198___ school year. I reviewed the Quality Assurance Program and assessment process with you on _____.

If you did not receive a copy of the Quality Assurance Program or have questions, please notify me in writing.

X _____

Signature of Assessee

JUSTIFICATION FORM

ASSESSEE _____ ASSESSORS _____ PRE _____

_____ POST _____

_____

STRENGTHS/WEAKNESSES | RATIONALE

GROWTH IMPROVEMENT/PROFESSIONAL REFINEMENT PLAN

NAME OF ASSESSEE _____ DATE _____

NAME OF MONITOR _____ Check one: _____ Pre-Assessment _____ Post-Assessment

Proficiency Indicator Number	Specific Objectives	Specific Actions To Be Taken	Evidence of Achievement	Start	Finish

64

65

APPENDIX J

APPENDIX K

SAMPLE MEMORANDUM OF RECORD (SPECIFIC DIRECTIVES)

The principal is required to write a Memorandum of Record of the Summary Conference if the teacher/peer group member receives a Growth Improvement Plan. The memorandum must contain

. Full name of the assessee
. Full name of the principal
. Date of the memorandum
. Purpose of memorandum (areas of concern)
. Specific observations
. Dates of observations and strategies for improvement
. References to documentable directions only
. A conclusion
. Assessee's and principal's signatures
. Assessee's response (if desired)

Date: May 5, 1983

To: John Doe

From: The Principal

Re: Conference of May 1, 1983

Over the past two years you and I have discussed your performance as a teacher at Theodore Inskeep Technical School. We have had numerous conferences to discuss incidents which have arisen as well as our scheduled assessment conferences. As we neared the end of this school year, it became apparent to me that you were continuing to experience difficulties in complying with directives and in meeting the school district's standards in certain instructional and non-instructional areas. With this in mind, we had a conference in my office on May 1, 1983, to discuss your performance. At that conference, we discussed the following areas, and I gave you specific directives for improvement.

1. Preparation and submission of lesson plans. Since your arrival two years ago, you have experienced difficulty in submitting lesson plans in a timely fashion. You have acknowledged this on prior occasions such as in our conferences of November 5, 1981, March 16, 1982, and September 30, 1982. In these conferences you acknowledged that this was a problem, but you stated that your night classes at graduate school kept you from consistently completing the lesson plans on time. You stated that you felt this was a legitimate excuse. I explained to you that, while taking further coursework was good, the demands of graduate courses do not excuse failure to meet the requirements of your job. I advised you that I must have the clearly written and completed lesson plans in my box by 4:00 p.m. every Friday.

2. Teacher-student relations. This is another area of historical difficulty. We discussed your initial failure to challenge a student for a hall pass on November 5, 1981; your failure to discipline students for setting fire to a trash can in your room on January 15, 1982; and your failure to discipline disruptive classes which caused Mr. Teacher and Ms. Teacher to complain on numerous occasions in the spring of 1982. We discussed these incidents in detail at your evaluation conference on March 10, 1982. You have acknowledged that these incidents occurred and have promised to make corrections, but you continue not to ask students in the hall for passes (January 6, and 25, 1982, and April 1, 16 and 25, 1983), and your classes have continued to be distractive to other teachers and students. As we discussed, these types of incidents and your failure to deal with them cannot continue. You must make the necessary corrections immediately.

3. Classroom work and the issuance of grades. As we discussed, this is the most serious problem you have as a teacher. On four nine-week periods, you were from one to two days late in getting your grades into my office (October 15, 1981; April 1, 1982; October 17, 1982; and March 30, 1983). After each of these incidents, I conferred with you, and once again, you blamed your night classes for the delay. I once again explained that the reason was not sufficient. In the latter of these conferenes, April 2, 1983, you acknowledged that you had no daily or test grades for Health Education Period I and only two grades for Health Education Period 3. As has been explained at the first faculty meeting of each year and as contained on page 6 of the Faculty Handbook, you must have at least six daily grades and two test grades for each nine weeks of reporting period. I specifically directed you to comply with these requirements.

Mr. Doe, the situation is serious. As I told you, I recommend your employment for the 1982-83 school year only because of your assurance that you will correct these deficiencies and follow these directives and school board policies. You have been given a growth plan in connection with your assessment, and numerous aids have been made available to you. Your pre- and post-assessment ratings will not allow you to be eligible for Second Mile Stipends for this school year. As you and I discussed, I want this to work out so that you will become a successful teacher and so that you can continue to teach here. However, if you fail to follow any of the directives which we discussed at our conference (as outlined in this memorandum), I will have no choice but to recommend that your employment with the district be terminated immediately.

If you have any questions concerning these directives or if you disagree with the facts or conclusions stated in this memorandum, please advise me in writing no later than _____(date)_____ so that we can meet and discuss any differences.

/S/ _____
The Principal

I have received a copy of this memorandum.

/S/ _____ _____(Date)_____

APPENDIX L
SAMPLE OVERALL RATING OF COUNSELOR ON THE SUMMARY ASSESSMENT RECORD

_____ received the following ratings:
(Name)

I.	Special Counseling Proficiencies		
	A. Places students in instructional programs		4
	B. Provides information to students according to their needs at each grade level		3
	C. Conducts individual counseling and group counseling sessions		3
	D. Coordinates/administers testing program		4
Step 1	(Add the five ratings and average)		14 divided by 4 equals 3.5
II.	Observed Group Counseling Skills/Proficiencies		
	A. Uses counseling/guidance time effectively		3
	B. Motivates students effectively		4
	C. Increases productive student behavior		3
	D. Demonstrates proficiencies in counseling/guidance		3
	E. Demonstrates proficiencies in oral/written language		3
Step 2	(Add the five ratings and average)		16 divided by 5 equals 3.2
III.	Management Proficiencies and Professional Characteristics		
	A. Adheres to timelines and procedures		4
	B. Maintains student counseling records		4
	C. Involves parents		4
	D. Demonstrates positive interpersonal relationships		4
	E. Provides appropriate counseling environment		4
Step 3	(Add the five ratings and average)		20 divided by 5 equals 4.0
Step 4	Weight ratings:		
	Special Proficiencies	X 2	3.5 X 2 = 7.0
	Group Counseling Skills/Proficiencies	X 1	3.2 X 1 = 3.2
	Management/Professional	X 1	4.0 X 1 = 4.0
Step 5	Total weighted rating		14.2
	(Divided by 4)		3.55
	Total Summary Assessment Rating		3.6

Step 6 Place this Summary Assessment Rating in either the Pre-Assessment Rating space or the Post-Assessment Rating Space on the Summary Assessment Record, Section III: Summary Assessment Verification

APPENDIX M
GUIDELINES FOR THIRD PARTY INPUT

After consultation with the attorney for the school district, the following points are made in an effort to answer legal and procedural questions which might arise relative to third party input.

The following points should be stressed with regard to third party information.

Concerning the confidentiality of personnel records, it should be noted that under the constraints and protections of the United States Constitution, school personnel should be careful to avoid making public statements, orally or in writing, which will seriously damage another employee's standing and reputation in the community.

Further, personnel records may not be released if the release would constitute an unwarranted invasion of the employee's personal privacy under the Texas Open Records Law, Article 6252-17a. A personnel file is defined in Section 580.000, HISD Board Policies and Administrative Procedures as:

> "...any and all information and/or records relating to offices and employees of the Houston Independent School District, both past and present, when such information and/or records might directly or indirectly disclose the identity of the individual officer or employee to which the information or record relates."

Once completed, the third party information document must not be given to any member of the public regardless of the disposition of the third party input. In addition, this document will be retained in an employee's personnel file only if the complaint has been found to be true.

An example of how the written summary to the third party concerning the action taken can be made is as follows:

> "Your report concerning an incident at ABC Elementary School was investigated, and the matter has been resolved. If you have any questions, please call."

Neither the names of persons nor an evaluation of the third party input should be included in this summary.

The location and custody of an employee's personnel file is a matter of HISD Board Policy and Administrative Procedures. HISD Board Policy and Administrative Procedure, Sections 580.110 and 582.000 appoint the Deputy Superintendent for Personnel as the custodian of personnel records and provide that items in a teacher's file not available to the teacher shall not be used against him or her. Under the proposal in this handbook, the third party contacts which are found to be true and used in the evaluation, must be made a part of the employee's permanent personnel file in the Administration Building. If the third party input is refuted, no information concerning the input would be placed in the employee's personnel file.

The procedure for handling a third party contact also provides that a record of all contacts be retained in the principal's file at the school. The reason a copy of the disposition of the input is included in the building or department files, regardless of whether the input was valid, is to provide the principal or department head with a file on all third party input should a third party inquire about the disposition of his or her input at a later date. Since this is the purpose of maintaining all third party input in the building or department file, consideration will be given to providing a process of the systematic destruction of these materials after they no longer serve that purpose.

APPENDIX N

RESOURCE MANUAL FOR THE COUNSELOR QUALITY ASSURANCE PROGRAM
COUNSELING PROFIECIENCIES

NUMBER	PROFICIENCY	RESOURCE	DESCRIPTION	HISD DEPARTMENT
A.	Places students in instructional programs	*A Behaviorally Stated Competency Based Guidance Program Pre K-12*	Explanation of how to meet the needs of student in educational, career, and social domains	Counselor's Office
		Recommended Procedures Binder	Compilation of forms and procedures designed and used by secondary counselors in HISD	Guidance Chairperson
		Semester System Guidelines and General Information Handbook	Reference to District policy regarding organizational structure, student scheduling, grade reporting, attendance accounting, and recordkeeping	Counselor's Office Pupil Data
		Planning Your Future	Explanation ov courses offered in grades 9-12 and Magnet school programs available	Warehouse
		HMCT Test Results Roster	A districtwide listing of HMCT results and suggested course placement	Principal's Office Area Office
A.1	Records students' occupational interests and career goals	*A Behaviorally Stated Competency Based Guidance Program Pre K-12*	Explanation of how to meet the needs of students in career domain	Counselor's Office
		COPS Information Packet	Exlanation of procedures for administering and recording	Guidance Department
A.2	Places students in programs based on previous grades, students' abilities/talents, personal preferences, and test results .	System Guidelines and General Information Handbook	Reference to District policy regarding student scheduling	Counselor's Office
		Cumulative Folder	Contains information for placement	Counselor's Files
A.3	Places students in programs based on appropriate grade level and District requirements	*Semester System Guidelines and General Information Handbook*	Reference to District Policy regarding student placement	Counselor's Office

NUMBER	PROFICIENCY	RESOURCE	DESCRIPTION	HISD DEPARTMENT
A.4	Refers students for testing for Magnet, vocational, and special education programs	*Recommended Procedures Binder*	Compilation of forms and procedures designed and used by secondary counselors	Guidance Chairperson
		Special Education Handbook	Explanation of policies and procedures for dealing with special populations	Sp. Ed. Super. Principal's Office
A.5	Gives materials concerning programs available at the campus and throughout the District (e.g., Credit by Exam, Magnet Schools, Vocational Programs, etc.) to students	*Recommended Procedures* Binder	Compilation of forms and procedures desisgned and used by secondary counselors	Guidance Chairperson
A.6	Participates in ARD meetings as required	*Special Education Handbook*	Explanation of policies and procedures for dealing with special populations	Principal's office
A.7	Participates in LPAC meetings as needed	*LPAC Procedures Handbook*	Explanation of duties required of counselors for specific grade levels	Principal's office
B.	Provides information to students according to their needs at each grade level	*Semester System Guidelines and General Information Handbook*	Reference to District Policy regarding student scheduling and organizational structure	Counselor's Office
		A Behaviorally Stated Competency Based Guidance Program Pre K-12	Explanation of how to meet the needs of students in career, educational, and social domains	Counselors's office
		The Counselor in the Secondary School	Explanation of duties required of counselors for specific grade levels	Guidance Chairperson
B.1	Provides orientation programs as needed	*The Counselor in the Secondary School*	Explanation of duties of each grade level counselor	Counselor's office Warehouse
		Recommended Procedures Handbook	Compilation of forms and procedures designed and used by secondary counselors	

NUMBER	PROFICIENCY	RESOURCE	DESCRIPTION	HISD DEPARTMENT
B.2	Makes external and internal agency referral information available	*Planning Your Future*	Explanation of services and programs available in HISD	Counselor's office Warehouse
		Directory of Community Resources	Description of agencies and services available	CYS Worker Counselor's Office
B.3	Provides students with current career information	*Occupational Outlook Handbook*	Explanation of occupational titles and job titles	Counselor's Office
		A Behaviorally Stated Competency Based Guidance Program Pre K-12	Explanation of how to meet the career needs of students	Counselor's office
		The Counselor in the Secondary School	Explanation of the duties of all counselors	Guidance Chairperson
B.4	Makes available materials on pre- and post-graduation opportunities, educational, career, and social themes	*A Behavioral Stated Competency Based Guidance Program Pre K-12*	Explanation of how to meet the educational, career, and social needs of students	Counselor's office
C.	Conducts individual counseling and group guidance sessions	*The Counselor in the Secondary School*	Explanation of the duties required of counselors to meet the needs of students.	Counselor's office
		A Behaviorally Stated Competency Based Guidance Program Pre K-12	Explanation of how to meet the social, career, and educational needs of students	Counselor's office
C.1	Makes referral forms available to teachers and students	*Recommended Procedures* Binder	Compilation of forms and procedures designed and used by counselors	Guidance Chairperson
C.2	Is available to confer with students and parents when needed	Fail Safe Inservice Packet	Provides opportunity for scheduling conference with counselor	Fail Safe Coordinator
C.3	Holds grade level/group sessions	*Directions: A Classroom Guidance Program* Manual	Provides information on group presentations concerning social, educational, and career themes	Counselor's office
		A Behaviorally Stated Competency Based Guidance Progam Pre K-12	Explanation of how to meet the needs of students	Counselor's office

NUMBER	PROFICIENCY	RESOURCE	DESCRIPTION	HISD DEPARTMENT
C.4	Conducts individual (personal, academic, and/or vocational) student conferences	*A Behaviorally Stated Competency Based Guidance Program Pre K-12*	Explanation of how to meet the needs of students in educational, career, and social domains	Counselor's office
C.5	Holds group sessions for students with special needs	*A Behaviorally Stated Competency Based Guidance Program Pre K-12*	Explanation of how to meet the needs of students in educational, career, and social domains	Counselor's office
C.6	Holds group meetings with faculty members as needed	*Recommended Procedures* Binder	Compilation of forms and procedures designed and used by secondary counselors	Guidance Chairperson
C.7	Follows up on individual student problems	*The Counselor in the Secondary School*	Explanation of all duties of counselor	Guidance Chairperson
C.8	Provides test results interpretation to students, faculty, and parents in group or individual sessions	*Recommended Procedures* Binder	Compilation of forms and procedures designed and used by secondary counselors	Guidance Chairperson
		Test Bulletins from Group Testing and Research	Explanations of procedures to be used for interpreting test results	Test Coordinator
D	Coordinates/administers testing program	*A Behaviorally Stated Competency Based Guidance Program Pre K-12*	Explanation of how to meet the needs of students in educational, career, and social domains	Counselor's office
		Recommended Procedures Binder	Compilation of forms and procedures designed and used by secondary counselors	Guidance Chairperson
		The Counselor in the Secondary School	Explanation of all duties of counselor	Guidance Chairperson

NUMBER	PROFICIENCY	RESOURCE	DESCRIPTION	HISD DEPARTMENT
D.1	Receives and returns test materials	Group Testing/Research Test Bulletins for HMCT, ITBS, TAP, TABS	Explanation of procedures for disseminating and collecting test materials	Test Coordinator Research/Group Testing
D.2	Conducts inservices on testing program/-instrument	*The Counselor in the Secondary School*	Explanation of all duties of counselor	Guidance Chairperson
		Test Coordinator's Manual for various tests	Explanation of testing guidelines and procedures	Test Coordinator
D.3	Ensures security of test materials	Group Testing/Rearch Test Bulletins	Explanation of HISD policy on test security	Group Testing Research
		Test Coordinator's Manual for various tests	Explanation of testing guidelines and procedures	Test Coordinator
D.4	Distributes test materials to teachers/-administrators of the test	Test Administrators Manual/Test Coordinator's Manual/HISD Test Bulletins	Explanation of distribution of test materials	Group Testing Research
D.5	Schedules and supervises administration of the test	*Recommended Procedures* Binder	Compilation of forms and procedures designed and used by secondary counselors	Guidance Chairperson
		HISD Test Bulletins	Explanation of test schedule and suggested implementation techniques	Group Testing Research